

The Elementary English Review

SCHOOLS DEPT. OF EDUCATION
OCTOBER 1943
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CHILDREN EXPLORE THE
WORLD OF BOOKS
LYLA GREATHOUSE GILLIS

HELPING THE
STUTTERING CHILD
DORATHY ECKELMANN

BUILDING A LIBRARY
FLORENCE BRUMBAUGH

TIME TO GROW
ETHEL J. GRAFF

CONSERVING CHILDREN'S
VISION
LESTER R. WHEELER

WHITHER ELEMENTARY
EDUCATION?
JOHN J. DE BOER

NEWS OF THE COUNCIL

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Early Adventuring with Books

LYLA GREATHOUSE GILLIS¹

I had just received a very large and curious looking package from the mail box and opened it. Inside were a dozen or so new books for my classroom. We had been reading, or maybe it was number time—I don't remember now, but I do remember Tommy's remark. I had shown the children how to handle the new books so we wouldn't break their bindings. Carefully I had pressed down the pages—front and back—just so. Eagerly all the six-year-olds wanted to "fix" a book too. It was then that Tommy, age 6, said, "You like books, don't you?"

It wasn't a large city school with many books available—just a small village school. Surprisingly enough, although the children came from coal miners families, there were few "reading problems." Reading was so much fun that everyone did it and no one suspected that it was hard and that in some schools boys and girls had to do "remedial reading" because they didn't know *how* to read! In this room one could always 'read' in books—why, one could 'read' a book the first day of school. If the story small Tony read from the pictures

wasn't like the one told by those queer looking marks called words, what did it matter? Later when Tony could read in a grownup way he'd have two stories—his own and the author's.



From *Emeralds for the King* (Longmans, Green)

That was the first step in introducing children to books—*any* child *anytime* could read *any* book available. Children learned that books

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like to be treated in a friendly fashion—that clean hands, markers in their place instead of folding down the page, etc., were just the ways one treated a book so that the next child who made its acquaintance would like to read it too.

All our books were always accessible where the children could see them, read them, look at them, and love them. The children's books were always attractively arranged in their special place called The Library Nook.

The Library Nook—
Just the place to find a book
Read a while—here you may stay
Half an hour or half a day.

This poem by Barbara, age 6, was painstakingly printed in real red ink and placed as a surprise on the bulletin board. Yes, The Library Nook had a bulletin board—just a masonite board fixed in an easel stand; but what interesting things could be found there! Notes, from one child to another, such as

Dear Bobby,

Did you read *The Little Engine That Could*? I heard you say that you liked trains so I think you will like this book. I did.

Your friend,
Jane

How much fun to get a letter and still more fun to read it! Maybe later there would be another note:

Dear Jane,

Thank you for telling me about *The Little Engine That Could*. I think I can do my numbers better since I read this book.

Your friend,
Bobby

Maybe there was a sign that read, "Who knows what happened to Humpty-Dumpty? Sh! If you know, do not tell. Copy the name of the book that tells us and write your name below. Put your paper in the red box on the small table in the Nook." Such happy six-year-olds—copying the words "Mother Goose" from the book itself and then looking in their desks for their name cards to copy their names.

A reason for reading and writing. A meaningful reason, too!

Book covers were used on the bulletin board. Wasn't it grand to be eight and know that inside the cover is a wee story about the book. As Johnny once said, "You can tell if you'll like the story but it's better to read the whole book—they don't put in the best part," and Billy aptly replied, "Why should they? The man who wrote the book wants us to read the whole book. I would if I wrote a book, wouldn't you?" If one read a book, one could write his name inside the book cover with any comment he wished to make. The cover from *Angus and the Ducks* is still treasured by the teacher, for lo, inside are such remarks as: "The first book I ever read" Wanda; "Wish I had a dog like Angus"—Tavy; "This is my most favorite book"—Louise; and the choice one, "Angus is like I am—always getting into things but he isn't so mean either."—Tony. Sometimes there were numbered pictures on the bulletin board with little 'Who am I' stories underneath, such as a cat picture and "hundreds of . . . , thousands of . . . , millions and billions and trillions of" The children could go to the library desk, take a sheet of numbered paper and write in the names of the books, i.e., *Millions of Cats*, by Wanda Gag. They learned the names of the authors as well as the titles of the books and did functional handwriting too.



(Macmillan)

When they were six-year-olds they loved the large tagboard sheet that was drawn into large squares—one for each child—with his name in it. They could draw anything they liked that reminded them of a book, using a piece of drawing paper the same size as the square and paste it on the tagboard. David made his square of drawing paper all black. When the children questioned him about it he said, "That is for *Junket Is Nice*. Don't you remember that the old man was not thinking about a hippopotamus, with the lights turned out. You can see that the bulletin board was very important.

So was the librarian's desk. Do you know what it was? It was a real desk. The teacher was allergic to desks. She often said that she wasn't the 'presiding judge' type so why should she sit up in front of the room behind a desk! Now the desk, the lovely new walnut desk that came with the new school building, helped to form the Library Nook right along with the bulletin board.

The child librarian loved the desk. Why shouldn't she? Wasn't she the only little girl in the whole school who had a real desk? She had the only job in the room that was appointive. When one teacher has a room full of six-year-olds plus the delightful experience of keeping them until they are the "nearby nines," she can develop a real democracy, giving her pupils much practice in managing their own classroom. However, Barbara wanted to be a librarian when she grew up so each succeeding room chairman—there were nine each year—always appointed her chief librarian and no one minded. Who else could make such neat title and catalog cards, who else had ever read in *Administering Library Service in the Elementary School* all rules for filing as well as making catalog and book cards? Barbara had read these in the teacher's copy when she was seven. So she was by

common consent *the librarian*. And what a true librarian she was! She knew what each book was about and she usually knew who would like what. Whenever any new books came she considered it her 'bounden duty' to read them all as soon as possible so she could advertise their stories. It was Barbara's idea to make a poster about new books called *They Say*, letting each child who was the first to read the new book write up a review of the book and sign his name. A book recommended by one's peers is much better than one suggested by the teacher.

I very slyly (I thought) was getting some of the boys to do something they didn't want to do when Barbara, with a merry twinkle in her eye, said, "You are whitewashing the fence." Tom Sawyer and Huck Finn were old friends to Barbara—in fact, they were old friends to all of the eight-year-olds for Barbara often told about them. And how the boys loved that! Kenneth, an inveterate reader of books about boys only, none of these *Little Wooden Doll* books for him, after hearing much about Tom and Huck and Injun Joe decided that he would read *The Adventures of Tom Sawyer* himself. Here definitely was a boy's book. Remember, these children were eight-year-olds and *The Adventures of Tom Sawyer* is of about twelve-year-old difficulty. Kenneth was just a good eight-year-old reader. He had no idea that the book was such a thick book with such fine print and hardly any pictures! His eyes were as round as saucers when he came back from the sixth grade room where Barbara had told him he would find the book. He looked at it both disappointedly and longingly—here was his heart's desire but it surely looked hard. What should he do? The teacher, sensing Kenneth's difficulty, said, "Would you like to take it home tonight?" His eyes lit up. He was saved until tomorrow—he wouldn't have to confess to his friends

that he couldn't read this book. Home went Kenneth with *Tom*. While he was on his way the teacher called his mother, "Do you think you or Kenneth's father could possibly read *Tom Sawyer* to Kenneth at night?" The next morning Kenneth came in the schoolroom with a spring in his step and in a lilting voice sang out, "May I please keep *Tom Sawyer* for two weeks? My dad read it once and *do you know what*—he wants to read it again. When he saw it last night he picked it up and started reading and laughing. When I wanted it back Dad said, 'How's about me reading it aloud to you and Dick and then we can all enjoy it together?'" Then Kenneth smiled and said, "I'm glad he's going to read it to us—it did look so hard but I really do want to know all about Tom Sawyer."



From *Free Men Shall Stand* (Nelson)

And that was another way to know about books—hearing them read. The teacher read many books—old favorites that the children knew almost by heart but after the manner of childhood loved to hear again and again. New books—helping children to become really friendly with the delightful animals in *Mister Penny* as well as Peter and Gabriel in *Peter Churchmouse*.

But best of all the teacher loved to read poetry to these pupils. Poetry is such a joyous, spontaneous thing that its singing words, full of rhyme and rhythm, should always be

shared. *Picture Rhymes from Foreign Lands*, with its 'Have you ever heard of greedy Gregory' and 'My donkey, my dear', every child knew. Often in the Library Nook two or three small heads were bent over the page looking at 'greedy Gregory' and saying it together because they loved it. *Now We Are Six* and *When We Were Very Young* were familiar friends after they had heard 'James James Morrison Morrison Weatherby Dupre' and 'They are changing the guard at Buckingham Palace' many, many times. Poetry was so much a part of their every day that in three years *Sung Under the Silver Umbrella* was actually worn out, as well as two copies of that delightful collection *Two Hundred Best Poems for Boys and Girls*. Whenever the teacher wanted to get the children's attention she would begin, "Someone came knocking at my wee small door" and the room became so still you could hear a pin drop—if you had any reason to hear a pin drop. I only mention it in passing—there *are* principals even today who like 'pindrop' silence!

No one ever had to read a book but then no one ever has to eat a chocolate drop. They shared their book reading too. In this school more than half of the children came on buses, so every night they told about their book friends or maybe they read to a group of children. *The Bojabi Tree* was always on demand as well as *Sojo*. When the bus pupils waited in the school room they always chose books to look at or read. A six-year-old from another room always took the same book, looking carefully at each page. One day she said to the teacher, "I think *Marshmallow* is the loveliest book in the world. I'm saving money to buy myself one too." Then a frown crossed her face as she added, "It will be *just* like yours, won't it?" Often children from upper grades came knocking softly on the door to borrow books, "Edward said that

Mike Mulligan and His Steam Shovel was a good story. May I borrow it?"

This book, as well as *Mr. Tootlewhistle's Invention*, was read by all the boys in the school. And why not? They are boys' kinds of books. We get interested in reading a book because one of our friends recommended it and that goes for children too.

The eight-year old room very unexpectedly received some book money. Not the usual five dollars, which took a great deal of choosing, but *sixty dollars*. Now they could get many books of all kinds—easy books and hard books, small books and large books, and especially some of those expensive ones that cost too much when you only had five dollars to spend. Perhaps you think that these children went to a bookstore and chose their books, but there wasn't a bookstore anywhere near by so they chose their books from reading about them. I made available to them as many choosing aids as possible—publishers' catalogs, copies of *Child Life*, *Junior American Red Cross*, *The Horn Book*, *Reading for Fun*, A. C. E.'s *Bibliography of Books for Young Children* and the *Children's Catalog*.

Such motivation for reading about books—every child in the room could make his own list of titles—*If I were Choosing* was the name of this list. There were those children who could not read these bibliographic aids and they had individual conferences with the teacher so that their choices could be made. Friday came and each child read his list aloud (they had kept their lists secret so no one would be influenced by anyone else). What an intriguing list of titles they had and what a range of interest, and reading levels! It seemed they wanted all kinds of books—their reading abilities ranged from primer to sixth grade so their choices went all the way from *What Whiskers Did*—a delightful book without a single word of text in it—to *Locomo-*

tive on Parade, rather difficult reading but oh so interesting, pictures of all the engines that ever pulled a train from Tom Thumb to the latest Diesel for The Rocket. It cost \$2.50 but it was worth it! They couldn't buy all the books they wanted so they tried to cover as wide a range of interests as they could, keeping always in mind that no one likes to read a book that has too many hard words. They ruled out any books that weren't listed on the state Reading Circle booklist. Finally their choices were made. It was a much better list than any the teacher herself could have made because every child in the room had one or more books that he especially wanted. And this was their final list, with its books of animals and airplanes; of fairy tales and fantasy; of today and long ago; of history and humor; of poetry and people; all kinds of books for all kinds of eight-year-olds.

There were no bookstores, so the books had to be ordered through the mail. The committee chosen to make the book orders were the five children whose letters had been selected as the best from "book order letters" that were written by the whole room. When the orders were made out and the envelopes addressed, the mailing committee went to the post office, purchased the money orders, put each order into the right envelope and mailed the letters.

Then the receiving committee waited daily at the mail box. Would the books ever come? After two weeks—two packages of the books came at the same time. So eager were the children to know which books had come they could hardly wait until they were unwrapped. HERE THEY WERE—"Komoki of the Cliffs looks just like I thought that it would," "Doesn't *Lovina* have lovely illustrations!" "I didn't think *The Five Hundred Hats of Bartholomew Cubbins* could be so funny." "See these starfish in *Let's Go to the*

Seashore." "Here's 'engine, engine number nine' in *American Mother Goose.*" "Look at this book, *George Washington*—these pictures are called lithographs, it said so in the book catalog. But did you ever think George Washington would wear his hair like that?" "Boy, *Soldier Sammy's* going to be good." "Salute is about a boy and a lame horse." "*America Travels* has all the ways to travel." "I just can't wait to read *Loopy.*" "I'm reading *The Wonderful Locomotive* right now."

These two packages of books came in the morning. When noon-time came lunch was almost forgotten—it was usually fun, but today it was just something to hurry through. *The Silver Dollar*, as true a cowboy story as *Cowboy Tommy*, was waiting to be read. Tomorrow came and with it more of the books. "Here's *Wooden Shoes in America.*" "Am I going to like *Bluebonnets for Lucinda!*" "Did you know that 'the cat that walked by himself' is in *Just So Stories?*" "There's a sundial in *Tell Me the Time Please.*" "I have never seen a bigger book than *The Story of Babar.*"

Evenings came very early, it seemed, and no one wanted to go home. "It's a lovely evening and I can walk two miles easy! How can I wait until tomorrow to finish *The Matchlock Gun?*" "Oh thank you for letting me take it home. I'll not get a single mark on it." Wasn't life lovely when one had so many new books? And in no time at all school must end for another year. The children who had chosen these books had chosen well. Donald, whose love of birds came much easier than his reading, had read *Watching for Winkie* and had recognized many of the birds photographed in *Real Boys and Girls Go Birding.* Margot, who found it difficult to stick to

anything until she finished, learned from *Henner's Lydia. The New Alphabet of Aviation* fascinated the entire school—even the principal. *Gaily We Parade* and *Singing Words*, full of delightful poems, had been shared with all the children. *The Buttons Go Walking* and *Make Way for Ducklings* had brought chuckles to everyone. Reading *Snipp, Snapp, Snurr and the Red Shoes*, *Children of the North Lights*, *The Burro that had a Name*, *Five Chinese Brothers* and *Liang and Lo* made Sweden, Lapland, China and Mexico become more than places on a map—children quite like themselves lived there. *Karoo the Kangaroo* looked like the picture postcard that Stephen's brother had sent him from Australia. 'Camptown Races,' and 'Old Dog Tray' were better songs when you had read *Stephen Foster and His Dog Tray.* Children of the very long ago in *Little Magic Painter*, of pioneer days in *Susannah the Pioneer Cow*, of the farm in *Prince and Rover of Cloverfield Farm*, and Judy-Jo in *Down Along Apple Market Street* were rather like their own friends. *Tales from Grimm* and *After the Sun Sets*—their fairy tales seemed just as satisfying as when the first storyteller had first told them. *Dash and Dart*, the dearest deer; *The Gay Mother Goose*; *Blaze and the Gypsies*; *The Little Airplane*; and *The Country Bunny and the Gold Shoes*, all showed the inevitable signs of being 'most favorite books.' Truly no sixty dollars had ever brought as much pleasure to as many children.

These children, who for three years were ever being introduced to books, had made more than acquaintance with good literature. They had found more than personal enjoyment, for they had gained an increased sensitivity to life itself.

If Johnnie Stutters

DORATHY ECKELMANN¹

Stuttering is one deviation of speech in which teachers are universally interested and one with which they often feel inadequate to cope. Because it is a disorder which is variable from day to day, from situation to situation, and from person to person, it is a form of behavior which piques the curiosity of the teacher and challenges her to action. The role of the classroom teacher is more important in relation to stuttering than to any other speech disorder, and she can do much either to arrest or increase it. With the word "increase" I can hear your shocked protests, "But surely no teacher wishes to increase stuttering." I agree with you on that point; nevertheless, every day teachers and parents who have the most sincere intention of "helping" the child *do increase* his non-fluency. I can best defend that statement by giving you some examples of teacher-pupil relationships and their far-reaching effects. These have been drawn from case histories of stutters with whom I have worked during the past few years. As you read these illustrations, keep in mind that these are real people and real situations. The radio line, "Any resemblance to persons living or dead is purely coincidental," does not apply here.

Case 1. Joe was an extremely intelligent high school student who reported that English was his most difficult class because there much attention was focused upon good speech, and this to Joe meant "fluent" speech. None of the other attributes of good speaking were important in his thinking. He felt sure that the other students in English thought him "ignorant" because he stuttered so severely in recitation and not in the halls, and so the very

thought of an oral recitation in English made him ill. Yet, and this is important, he bitterly resented the fact that his English teacher of last year seldom called on him. Because he so rarely appeared before the class, he was especially anxious to do well. In his anxiety to appear in a favorable light, he invariably "muffed" the performance. The more he tried not to stutter, the more he stuttered, and so he usually sat down before he was finished, thoroughly humiliated and literally speechless. Now Joe had the feeling that if his teacher had called upon him for a short recitation every day or if he had been included in the casual interplay of class discussion he would not have dreaded these longer speaking situations so much. "Maybe," he commented, "once in a while the kids in class would have heard me talk without sounding like an ancient typewriter." Unfortunately Joe was not objective enough to discuss this with his English teacher, and I had given him my solemn promise not to do so, so she went on thinking that she was doing Joe a favor by not calling on him any more than she did. I know that this teacher is a kind and considerate person and would be surprised and shocked to know that she made the speaking situation harder for Joe.

Now, it is pretty obvious that Joe's English teacher of last year certainly was not entirely to blame for his present attitude. His problem has deep roots that reach back far into grade-school days. Joe did not dread speaking until he was in the fifth grade. Until then he had not been aware of his stuttering as a handicap although both he and his parents

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insist that he stuttered since the age of seven. His stuttering at that early stage was the light repetitive type. Since the fifth grade his stuttering had grown more and more severe as he made frantic efforts to control it. The occasion from which he dates his sensitivity to stuttering stands out vividly in his mind. On the surface this incident is relatively insignificant, but it has done much to warp his speech and his personality.

Joe came into the classroom after school one afternoon to put up a ball and bat with which he and the other boys had been playing. He was the roly-poly, happy type of youngster who could always be talked into running the errands of the group, so he always took the responsibility for putting up play equipment. The teacher had a guest in her room and when Joe came in, she asked him to explain a project which the class had just completed. Joe responded eagerly, for he liked to talk, and he was proud to explain the project for a guest. When he had finished, the teacher praised him, but she unfortunately added, "Joe is such a nice boy and such a bright boy. It is a shame he stutters." That wasn't enough! As Joe left the room he heard her remark sympathetically, "Isn't it too bad? I just wanted you to hear how he stutters. You know, sometimes it is so bad that I want to get right up and leave the room. I can scarcely stand to listen to him."

Joe left the classroom firmly convinced that his speech was so atypical as to make him not only an object of pity but a sideshow spectacle as well. After that he was determined to control his speech, and he began by avoiding situations that he thought might be difficult. As his speech grew worse, his parents, his teachers, and the family doctor encouraged him with all sorts of advice such as: "Think before you speak." "Stop, and start over." "Take a deep breath." "Wiggle your

little finger when you start to say a word." "If you know you will have trouble with one word, substitute another." "Whistle when you get stuck." "Snap your fingers." Needless to say he indiscriminately and eagerly snatched at each suggestion proffered, and to his delight some of these helped for a short time. And, as is always the case in stuttering, there were fairly long periods in which his speech was fluent. These periods were praised heartily—so heartily that he felt his speech must have been pretty bad before, and he began to fear that he would lose the new fluency. Each device wore out in time and left him with a peculiar distortion of the original and voluntary pattern he had adopted. One became superimposed on the other until now he has a whole bag of involuntary tricks which run from complete avoidance of situation to speaking in an explosive manner accompanied by much grimacing and bodily activity.

Case 2. Unless you knew in advance that George stuttered, you might miss the fact entirely. Yet, he goes through extreme torture in hiding his stuttering. He reports that his worst situations are those in which he knows that he will be required to speak in specific terms at a given time. He wishes that his teachers wouldn't call for scores on class exercises according to a definite plan such as alphabetical arrangement of names or of seating order. He hates roll call too. While waiting for his turn, he rehearses his answer again and again and prays that he will be able to voice it without stuttering. The emotional strain is so great that big hives pop out all over his body—this is no exaggeration, believe me—and the palms of his hands get very moist. Even the muscles of his legs twitch as he anticipates a speech situation. Sometimes if he uses a starter such as "uh", or "well", or "My grade is—", he is successful in staving off a stuttering block, but most of the

time he experiences a severe silent tension before responding. When the teacher catches him off guard with a question, he seldom stutters because he doesn't have time to rehearse.

George, like Joe, has been very unwilling to admit his stuttering and has refused to talk things over with his teachers. He has much preferred the slender possibility that he might not stutter rather than to admit that he does stutter, and as a result he has been utterly miserable. However, a semester's work in the speech clinic has given him much insight into his problem. It has taken him that much time to see that his stuttering is nothing of which to be ashamed and that the best way to rid himself of the fear that perpetuates it is to openly call it to attention. He is now able to talk about his stuttering more or less objectively, and he has promised to talk with each of his teachers about his problem at the first meeting of each class this fall.

Case 3. Frank is a serious-faced, well-scrubbed sixth-grade Negro lad with manners that Emily Post herself might acclaim. His speech is something else! He has a peculiar pattern of gulping, elevating his tongue, and protruding his lips—all of which leave him quite breathless in his attempts to speak. Frank is such a nice lad that teachers as a whole are interested in him. His fourth grade teacher liked him and wanted very much to help him. Having read no doubt about Demosthenes and his pebbles, she had him put marbles under his tongue, and he practically choked himself in his efforts to read in that fashion. I am sure that the peculiar pattern of tongue movement had its beginning here. Frank feels very kindly toward this teacher even though his speech grew steadily worse under her great concern and varied suggestions. On the other hand he is very bitter about his second grade teacher who was a

regular battleaxe from way back when—. On the few occasions when she permitted him to read in her class if he stuttered, she would bellow (and the word is "bellow", for I have had occasion to observe her teach), "Sit down if you can't read without stuttering." It never seemed to occur to her that this lad was a poor reader apart from his stuttering and that he might be in need of remedial help. It is significant that "stuttering" was first noticed in reading. On other occasions she would say, "Well—get it out; we can't wait all day," or "Stop that stuttering! You don't need to do it. I've heard you talk on the playground without stuttering. We'll have none of this nonsense in class."

Thank goodness that this type of teacher is a rare species! Frank really gets "steamed up," as he says, when he recounts these incidents. What Frank doesn't know is that the solicitous fourth-grade teacher who wanted so much to help him did almost as much harm as the belligerent second-grade teacher.

Case 4. Mike, who is especially well-adjusted for a stutterer, feels that his teachers have been exceptionally understanding of his problem. However, he does wish that teachers would not finish his sentences for him when the going is rough. Furthermore, he states that he feels just like a "heel" when a teacher asks him to write the difficult communication on a piece of paper or on the blackboard. He writhes when he thinks of the many times that his parents and teachers sent him on errands and wrote out the messages rather than permitting him to deliver them orally. One unpleasant incident stands out vividly in his memory. On this occasion he had a severe stuttering block as he got up to read. The teacher, a substitute, thought he was just stubborn and paddled him. He was so ashamed of that incident that he didn't tell his parents about it, but he didn't forget it. He says

mildly, "I guess you can't blame her too much; she just didn't know about stuttering."

Case 5. Charles is in the third grade, and his stuttering impresses his mother much more than it does him. He had a second-grade teacher who was overly sympathetic. She felt very sorry for him, and on that basis she made unusual concessions not only in the oral recitation but also in other school situations. She made it a practice never to scold or to punish him in any way even though he dawdled at his work or was naughty and disturbed the room. If he wasn't permitted to speak whenever he wished, he stuttered, so everyone in the class was instructed to stop when Charles wished to speak. His stuttering became a powerful attention-getting device.

In the third-grade Charles had a sympathetic but firm teacher. When he stuttered, she listened patiently without a flicker of emotion, and she dealt with his misbehaviors in an unemotional way, but she indicated to Charles that she expected him to conform to the general pattern of classroom behavior. In spite of her calm acceptance of his speech, Charles's stuttering grew slightly worse. He showed by his attitude that he thought the teacher decidedly unfair in withdrawing the special privileges which had been his. But the real blow was his first report card in the third grade. His grades had dropped from Excellent to a high average. Needless to say, when Charles took that report card home, his stuttering suffered more of an increase. He told his mother that the teacher wasn't fair, that she didn't like him, and he believed what he said.

His mother was indignant and stalked to school "loaded for bear." Couldn't that teacher see what she was doing to Charles? What right did she have to discriminate against him because he stuttered? The prin-

cipal rather wearily dropped this little bomb-shell into my lap. At such moments the role of speech correctionist is a bit trying.

It wasn't easy to show that mother that all along the way she had been setting up standards which were too high for her son. His speech like his grades was a matter of great personal pride to her.

Charles certainly deserved special consideration where his speech was concerned, but it had been carried too far in the previous grade. It harmed Charles more than it helped him to have absolute silence fall over the room the minute he started to speak, and his non-fluency in speech was certainly no excuse for his not being graded on the same basis as the rest of the class. However, it would have been far wiser if his third-grade teacher had made it quite clear to Charles early in the semester that he was to be graded upon the kind of work done and that she was not going to penalize him for his stuttering.

Case 6. Ronnie, a first-grade youngster, stuttered before he came to school. His teacher ignored his stuttering and gave him all the time that he needed to express himself and listened to him with the same interest and attention that she gave to other children. Ronnie loved Miss T. and experienced relatively little difficulty in talking with her. However, the children in his class were not as considerate and kind as the teacher. At the beginning of the year when Ronnie "bounced" on the first letter of a word, some of the children giggled and imitated him. Ronnie was distressed. The teacher sent Ronnie on an errand and explained to the class that Ronnie was sensitive about his speech and that he was not to be teased. She asked their cooperation, and the children agreed to help Ronnie by not teasing. However, she was much upset to learn that on the way home some little fiend (ordinarily a lovely child)

teased Ronnie about not being able to speak well and told him what had been done while he was out of the room. Ronnie went home in tears, and his mother was quick on the telephone.

The teacher, bless her heart, was quite objective about her manner of handling the situation and above all wanted to help Ronnie. What was to be her next move? We talked it over. She agreed that it would have been wiser to have omitted the lecture and moved more slowly, showing by her own attitude toward the child's speech that it was acceptable. It is difficult to know what to do under such circumstances. The teacher decided to let the incident lie. On the next day she talked about ways in which the speech of the classroom could be improved, and a speech improvement program was launched. Non-fluency was mentioned unemotionally as other difficulties were listed. As lessons progressed, Ronnie's attention was called to his good choice of words, his ability to make himself heard even in the back of the room, the ease with which he could get the difficult "s" blends in a poem on which the group worked, his courtesy in waiting his turn, etc. just as other children were commended. No attention was called to either his fluency or his non-fluency, and the teacher showed no impatience or sympathy when he did have repetitions. His parents also followed through on this. The big moment in Ronnie's life was the day Ronnie was chosen to be Papa Bear in a creative dramatization of *Goldilocks*. He was chosen, he told his mother, because he had a big deep voice just right for Papa Bear and because he always had such good ideas about what to say when the other kids got stuck. He guessed that he'd be an actor when he grew up. By the end of the first year he stuttered no more than any other child in the room. His teacher made no notation upon his permanent record concerning his speech,

and that was wise. If she had labeled him a "stutterer", the next teacher might have been on the lookout for his stutterings and treated him as a stutterer. One can always find "stuttering" in normal speech if he looks hard enough and proceeds to react to it as stuttering.

The implications of these case studies are rather clear. I give you these examples not to point out that classroom teachers are inept in handling such problems but to show you how complex the problems are which must be met. These excerpts are not at all unusual. They are experiences which could happen in any classroom where there is a stuttering child.

Several years ago Thelma Knudsen of the South Bend, Indiana, Public Schools interviewed stutterers as to their difficult oral classroom experiences, and they reported experiences similar to those above. She also interviewed teachers as to their methods of handling the stutterer in oral recitations, and many of the methods previously described were mentioned. Many of the teachers interviewed expressed their desire for a greater knowledge and understanding in dealing with stuttering in the classroom.²

During this past summer I asked a class of stutterers at the State University of Iowa—these ranged in age from ten to nineteen—as to teacher-relationships in regard to their stuttering, and they gave examples similar to those above. Some had experiences ranging from spankings and sessions after school because they stuttered to relatively fluent periods under a teacher who seemed to understand their problems. When asked whether they wished to have the opportunity to participate in the oral recitations of the class, all excepting one replied in the affirmative. During the summer the group had a short inten-

²Knudsen, Thelma. *A Case History of the Oral Recitation Problems of Stutterers*. Unpublished M.A. Thesis. State University of Iowa. 1937.

sive session in which they studied their stuttering and learned how much the fear that some one will discover that they stutter perpetuates their non-fluencies. All of them plan to go back and tell their classroom teachers about their stuttering before the teacher has a chance to discover it for herself. They plan to use voluntary stuttering before their class in order to advertise their stuttering. In this way much of the fear of stuttering and avoidance reactions which make stuttering so spectacular are unnecessary. Most of these students admitted that without the help of a speech clinician they could not have reached such an objective attitude. All of them said in previous years it would have taken a great load off their minds and eased their stuttering a great deal if teachers upon learning that they stuttered had called them in for a conference and talked it over with them.

A friendly, interested teacher who can talk over the speech difficulties of the oral recitation and do so without reacting emotionally to the stutterer's speech will doubtless be able to work out a satisfactory plan for this particular student. Perhaps long and important assignments can be written out or given after hours for her ears only. Perhaps the student will be called upon to recite only when he feels sure enough of himself to volunteer. Whatever the arrangement, most youngsters who stutter will welcome this chance to rid themselves of their fear of the oral recitation and will feel that they need not "avoid" stuttering if no penalty is to be attached to it. Therefore, much of the tension which produces stuttering is lifted, and it is possible that greater fluency may result. This will also do much to banish the feeling that some stutterers have, and which is usually unfounded, that the teacher is not fair with them.

Now some of you will doubtless puzzle

over this last paragraph. You have been told to ignore the child's stuttering, and you may even harbor the idea that he will outgrow it, so you have bent over backwards to pay no attention to it lest you make his speech worse. In the early grades when non-fluencies first begin to appear and are a natural part of the child's language development, such advice has real merit. One must be careful not to label a child a "stutterer" because he is not always fluent, but once he has been labeled and is reacting to his speech as if he were a stutterer, that is a different story. In that case the parent and teacher can do much to arrest his difficulty if not to improve his fluency by talking things over with him calmly.

If you are fortunate enough to have a speech correctionist in your school system, talk over the child's problem with her and work out a plan for him on the basis of his individual needs. It is most important to keep in mind that these are individual problems and therapy must be administered on an individual basis. If you do not have a speech correctionist, the following suggestions, already indicated in the excerpts from case histories, might be helpful:

1. If the child is in the easy, primary state of stuttering where he is not yet reacting emotionally to his hesitations, prolongations and repetitions, the teacher can help him most by *refraining* from
 - a. asking him to talk more slowly;
 - b. calling attention to his blocks and prolongations either by word or attitude;
 - c. telling him to stop and start over;
 - d. telling him to take a deep breath or to count to ten before he speaks;
 - e. reacting emotionally to his stuttering instead of accepting it as the way the child speaks. Remember there is no one correct way of speaking; or

- f. calling attention to his periods of fluency and indicating that this is the speech pattern which pleases you.

2. The teacher also helps him in a more positive way by:

- a. Observing the occasions when he is fluent (and these will be many, believe me) and seeing that he has a chance to have as many successful speaking experiences as possible. If he can recite memorized material or read without blocking, encourage him in such activities.
- b. Making use of choral or group reading so that he will experience the flow of fluent speech.
- c. Praising his small successes in other areas than speech when praise is due.
- d. Giving him a chance occasionally to be prominent in the class in other than speaking situations. This will help him to gain in self-confidence.
- e. Giving him more careful attention when he speaks. If he finds that you are interested in him as a person, and interested in *what he has to say*, making no attempt to hurry him or to correct his speech, he will find speaking a more pleasurable activity.

3. In the case of older children, the above suggestions are still in order. So far as his classroom experiences are concerned, it has already been indicated that it is wise to talk with the child about his speech problem and work out some arrangement with him for oral recitation. It is important to keep him talking. Always the child should feel that the teacher likes to hear him talk. Therefore, the teacher must be careful not to show irritation or indifference when he is speaking or to frequently interrupt him or finish a sentence for him. The stutterer

should be made to feel that he is part of the group, and while special considerations may be given him, he should not be allowed to use his stuttering as a means of escaping non-speech situations that he considers undesirable. Therefore, if a book report is to be given, he should be required to write it out if he feels that he cannot give it orally rather than to be excused from it entirely. While it is a good idea to encourage the stutterer to meet many speech situations, in class and out of class, he should not be "forced" into such activities.

4. By all means encourage these youngsters to participate in group activities. Encourage them to develop their special abilities. Too many of them regard themselves as "total" failures because of their speech and are surprised that they have abilities and traits that not only make them socially acceptable but also socially desirable. A stutterer may not be ready to take the lead in the school play, but he might help on the light or prop crew in a manner that enhances the professional quality of the whole performance. He may be just the person you need on the newspaper. And here's where you can make a real contribution. Point out to him these spots where he can shine, and give him a gentle shove or several to get him to move into one of these spots, and don't give up readily if you are reasonably sure that he can experience success. Remember that he doesn't expect success in these areas either, and he may be afraid that he will become involved in speech situations.

5. Two articles published by Dr. Wendell Johnson,³ reprints of which can be secured from the author, State University of Iowa

³Johnson, Wendell. "The Indians Have No Word for It." *Quarterly Journal of Speech*, Oct. and Dec., 1944. Reprinted in *Etc., a Review of General Semantics*. Vol. II, No. 2 (Winter 1944-45.)

"An Open Letter to the Mother of a Stuttering Child." *You and Your Child*. April 1941.

A Library Grows

FLORENCE BRUMBAUGH¹

The library is the heart of our school, and has grown from the nucleus of fifty books at the time the new building opened five years ago, to over eight thousand volumes and hundreds of filed pamphlets and back issues of magazines that circulate. The five hundred pupils are enthusiastic readers, who withdraw more books daily than many of the branch public libraries report for their juvenile departments, and there are almost no remedial reading cases in the school.

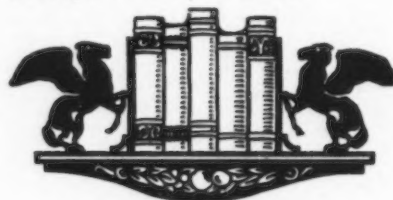
This is attributed to several factors, among them being the browsing periods for every group, including the three year old nursery class and the kindergarten groups who come once a week to look at picture books and to hear stories, and thus get acquainted early with the facilities. These tots are permitted to take home books to be read to them, as the librarians sign their cards for them if they have not learned to write their names.

Older pupils may take one book of fiction, one of poetry (in the hope that we can increase an interest in this area) and a magazine or pamphlet. Reference books may be taken to classrooms, but as yet are too few in number to be kept over-night, as they are in constant demand. Two sets of every juvenile encyclopedia are on the shelves, and two rolling cabinets are available to take them to classrooms when needed, although the goal is to have one set in each room, with others in the library.

The Dewey decimal system is used, so that the first two weeks of school each year are used to teach those not familiar with it how to locate books, and the Junior Librarians, who are always the ten-year-olds, assist the children.

The picture file is explained, and the pamphlet material is on display at that time, with instructions given in the care of all materials available and the use of the card catalogue. New books have a special table, and the children are told to look there each week when they come in for their scheduled periods. Near the door, and directly opposite the charging desk, are shelves with books that the teachers hope the children will use in their current units of work, open to attractive illustrations and held with rubber bands. Posters direct attention to them and to other special displays, such as material for holidays or news features.

Pictorial maps are kept in drawers to which the children have access, and a large globe is near the case. A postal card collection intrigues many of the children, who contribute when they go on trips, or receive cards from others. Two magazine racks contain juvenile periodicals and those for adults that have material of interest for children, as we discovered that many of them preferred them and looked at them at home. No comic magazines are in the library, as the children need no encouragement to read them.



Presented to
HUNTER COLLEGE
ELEMENTARY SCHOOL²
LIBRARY
By

¹Principal of the Hunter College Elementary School, New York City.

²Design by Antioch Press.

The first inquiry of visitors is, "How did such a small school obtain so many books?" The answer is that the enthusiasm of the teachers was contagious. The first year that the library was started, they agreed to use old text books and to spend the same amount for reference books, and during Book Week each child contributed one or more books he had outgrown. Many of these were not suitable, but all were accepted graciously and disappeared quietly one at a time as better ones were secured.

A custom of giving a book on one's birthday instead of having ice cream and cake for the class has increased in popularity, although some children still prefer the party and omit the presentation. A special pocket for such books, with space for the name of the donor, is provided and the giver is praised for his altruism by the teacher and the librarians.

At the annual Book Fair, bigger and better each year, books are obtained on consignment and orders taken. The Fair lasts for three days, and on each day an illustrator or author of children's books is present through the cooperation of a publisher or by direct invitation. Parents are invited and pay twenty-five cents for tea, while the children pay nothing but are given a lollipop. Books are sold at regular prices and the profits, because of the lower prices given to schools, are used to purchase other books and furniture for the library. Over fifteen hundred dollars worth of books were sold at the last Fair, and the commissions enabled us to buy slanting tables for picture books for the little folk as well as a hundred new books.

A duplicate collection of the James Weldon Johnson Memorial books was given by a group of interested colored women who desired to have the children read about the Negroes from books that portrayed them realistically, after the needs of the children

had been placed before them by one of the parents. Other gifts were made by graduates of the college, who came back to visit and were impressed by the change from the time that they had had their practice teaching in the school.

Review copies of books are obtained from an editor of a juvenile magazine in return for cooperation from the children in try-outs of material that is being considered for publication, and other friends of the school present us with single copies now and then.

The parents are invaluable, as the Library Committee of the Parents' Association functions at all times. Two parents come each day from nine until two o'clock to circulate the books. Another group comes once a week to mend the books, and has procured book-binding equipment and taken lessons in repairing books. A third group is in the school one afternoon each week while the children are in class and files and prepares pamphlet material, while still another meets at night to mount and catalogue pictures. Each of these groups is sponsored by a different teacher who gives suggestions and guidance when needed. The total number of parents who assist weekly in the library is over thirty, including one who prepares cards for the catalogue at home.

A second group, closely allied, but called the Audio-visual Enrichment Committee, procures slides, motion picture films, dioramas and prints from the museum's weekly. Members of this group operate the projector, enabling the teacher to talk about the slides or films without distraction. These parents became so enthusiastic that they secured money from the treasury of the Parents' Association to rent better films than those provided by the school, which had relied on free ones to a large extent.

The Music Committee had a fund from the same source to buy records for the victrolas that are in each classroom, also provided by the organization. They have bought musical instruments and equipment as needs arose, for each group is certain that its contributions are as important as those of the library, and we agree, but the library started the ball rolling.

The Parents' Association raised its dues from one to two dollars a year in order to provide the funds, and as ninety percent of the parents belong, a generous amount is now available. A bulletin, published by the parents to inform the members of the activities of the school, is more than self-supporting because of the advertisements, and thus also contributes to the treasury.

The library serves as a meeting place for class teas or conferences with the teachers, and this year the decision was reached to buy dishes and silverware, with cabinet for storage, so that the most attractive room in the school could serve still more efficiently.

The parents of the children who attend this school are from the high middle income group as a rule, and many have a college background, but other schools have achieved the same results by calling upon interested persons in the community instead of relying upon the parents, as was possible in this case. A school that believes that a library for elementary pupils is as important as one for a secondary school will find ways and means to provide it. We have a classroom library in each room, but withdraw the books for them from the central library in order to have current needs and interests cared for, rather than a permanent collection, as is done in many schools. Pupils often lend books to the class library that they do not wish to give outright,

but those not taken home at the end of the year are accessioned in the main library during the summer.

No pressure is ever exerted to induce the children to read, and they are not urged to read particular books, although reading lists are put out from time to time and the librarians are always willing to suggest books to a child who does not know what to select. The interest in serials wanes eventually, but books not recommended by librarians are available for those whose tastes are not on as high a level as we should like. Mystery and adventure stories are more popular than teachers wish, but as soon as the children have exhausted the supply, they turn to other types of books, for once interested in reading, they are insatiable and by the time that they have completed the sixth grade, almost all have what is believed to be a permanent interest in reading, and their scores on standardized tests show a comprehension of material read that is far in advance of their chronological age. No basal reading books are in use later than the second grade except in unusual cases or to teach an entire group some technique. Wide reading appears to be the reason for the power shown, and the library provides the opportunities for easy access to books that are wanted, without the effort required to obtain them at public libraries, or fines imposed. A child who fails to return his book on time may not withdraw one until it is brought, but there is no other penalty. A lost book must be replaced, but the parents are notified, and usually discover the book that the child thinks is gone.

Pupils are asked to make suggestions to improve the library, as well as for books that should be added, and one summed up his feelings by saying,

"Just make it MORE of what it is now."

Give Them Time!

ETHEL J. GRAFF¹

Our present approach to the problem of reading in more and more schools is to stress developmental readiness before beginning the actual reading from books. We want to think in terms of *continuous* growth—a total learning situation in which reading is but one phase. We plan for a readiness that will be beneficial through life. We stress the importance of establishing worthy interests, desirable attitudes, and useful skills.

Studies in child development reveal to us that children are ready to do things at different stages of growth. A baby advances in his ability to walk when his nervous and muscular systems are adequately developed. He requires a period of readiness in learning to talk, and, likewise, to read. This process of all-round growth is dependent on the combination of many factors. Usually all that is required is more time for this growth, a period during which the child is provided with meaningful, purposeful experiences, with an environment that develops sensitivity to many learning situations.

We find, too, that there is a high percentage of failures in the first grade, more than in any other grade. There should be no failures. Children should be able to make continuous progress at their own speed and ability.

Time to Grow Physically

Good motor coordination is of great importance in learning. Reading requires a high degree of motor control and coordination of the finer muscles. A five or six-year-old child is developing large muscles rapidly through his vigorous play. Smaller muscles are slower to develop and require more time and experi-

ence before they can be used successfully in the fine discriminations of eye movements necessary to reading. The teacher can give help in this direction by observing what the child's needs are for efficient motor skill as he participates in playground and school room activities, and by providing activities that will aid in their development.

The importance of play and relaxation cannot be emphasized too strongly. The teacher needs to have a calm and peaceful working atmosphere in order to expect relaxation from the children.

Normal vision is necessary to success in learning. At six years of age, a child's eyes are not fully developed in coordination. Betts says that there appears to be a definite relationship between reading readiness and the physiological development of eyes. Studies reveal that a child's eyes are still immature at the age of six, and that he can focus them better as he grows older. Approximately eighty percent at this age are naturally far sighted and full development does not normally take place until they are seven or older. It is a major responsibility of the school to provide the training and time needed to aid in the completion of visual growth.

Hearing is closely related to growth in language and speech. If a child does not hear a word or words clearly, he will not be able to connect the proper printed symbol with its correct sound in reading. Many children need a great amount of training in the ability to *listen*. They must hear distinctly in order to give attention and understanding

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to expression. The ability to listen may be developed by giving the children many opportunities to distinguish between loud and soft sounds in music, to clap or beat the accent in musical phrases and to hear stories and poems.

Time to Grow Socially and Emotionally

If a child feels socially secure, his emotional stability is strengthened. Before he enters school, his sense of security is centered in the home. He thinks in terms of himself, a natural stage of development at this level. When he enters school, he encounters many children of his own age with whom he is expected to live and work cooperatively. At the age of five, he shows an interest in a group activity for a very short period. At six, he identifies himself with a group, but he must have a feeling of security, of belonging. However, he must not be made to join a group until he shows a desire, a readiness to participate. The teacher's part is to help him make the adjustment by showing an interest in him and by giving him responsibilities that he can carry out successfully. She can provide wide, rich, and meaningful experiences that include play, dramatization, construction, and handwork. The child needs to feel a growing independence in doing things for himself. If he has not yet developed emotional stability when he enters a group such as kindergarten, first grade, or merely a small play group, he may find it difficult to adjust to the complexity of learning situations. An emotional factor of great importance in the readiness to read is the child's desire to read.

Time to Grow Mentally

Reading is a highly complex, intellectual process. It requires adequate mental development for initial and continued successes. A mental age of six or six and one-half years has been quite generally accepted as the mini-

mum age for children to attain success in learning to read. The teacher must recognize the fact that the children will differ widely in intellectual maturity, physical, social, and emotional growth, language development, background of experiences, chronological age, and interests. It is of prime importance that the whole reading program be based upon the needs and interests of the children. Materials and procedures for teaching must be planned and adjusted to their varying needs.

Readiness in all Fields at each Level

The problem of readiness is important in all the grades. Children must be prepared to succeed at every step. Readiness must be fostered and encouraged at every opportunity. When we find children in the middle and upper grades who are meeting difficulty and failure in tool subjects, personal adjustment, or both, we realize that too little thought and training have been devoted to their all-round development. Readiness is a continuing activity, and every teacher in every field and in every grade must be aware of his responsibility in providing this period of readiness wherever needed. The concept of readiness should include all ages or grade levels in the consideration for individual differences. Children of each grade level have some common characteristics but their growth and development are often very different. It is necessary, then, for the teacher to know the general characteristics of child growth at each level. And "if children are to experience continuous success it is necessary that their readiness be studied and appraised at every developmental level."²

Teaching Parents the Importance of Readiness

The school can do much to help parents understand the significance of the readiness

²Paul Witty and David Kopel, *Reading and the Educative Process*. Boston: Ginn and Co., 1939.

period. Cooperation with the home will give the teacher some knowledge of the family background. The parents will have a better understanding of the work planned by the school. Visits in the home, conferences with both parents at school, and parents' visits in the school help to establish a closer relationship between the home and the school. Conducting study groups and sharing reading materials promote better understanding.

Parents need to know the benefits that result in better reading when there has been sufficient time given to a readiness period. They need to know the dangers that arise when reading instruction is forced upon a child before he has developed an all-round growth.

Parents may help to develop the period of readiness at home by supplying the child with attractive books, by encouraging him to look at them, and by reading and telling stories and poems. Sufficient opportunities for play and rest should be provided. Parents should help the child explore his environment by going for walks and calling attention to things of interest about him. Short trips to a park, zoo, or airport provide enjoyment for each member of the family. A child's questions should be answered to extend the richness of information, and to stimulate or satisfy his curiosity. Attention should be given to the child's speech and to that of the parents themselves.

First Experiences Should Be Interesting

Learning to read can be a happy, wholesome experience when it is based on the interests and needs of the children. Attitudes toward books are formed early in life. Desirable ones are developed through the use of good books. The teacher's interest in books, and the way she uses them, are important. The provision of an environment with good,

attractive, and many kinds of books will do much to help acquire a desire to read.

Since a desire to read is a factor in successful reading, the teacher must provide many delightful experiences in telling and reading stories. Picture books are important at this time. She encourages the children to tell about the books they have at home and to bring to school those which they think the others will enjoy. The introduction of suitable poems, jingles, Mother Goose, and other rhymes develops an interest in words. These first stories and poems should be in the language that children use and understand. The content of the literature should be about the things within their experiences and closely related to their immediate interests.

Time to Grow in Language Ability

Studies such as those made by McCarthy and Davis show that the most rapid growth in language takes place before a child starts to school. Reading has its real beginning when he looks at his first picture book. As he grows in ability to observe and speak in words, he identifies an object. Later, he puts more interpretation into it and speaks in terms of a phrase or a sentence. The label, "car" becomes "daddy's car," or "See daddy's car." This development of reading meaning in a picture is an excellent preparation for reading meaning in printed symbols, after he is mature enough for such instruction.

At the age of two years, he uses approximately 250 words and adds from 500 to 600 different words each year to his speaking vocabulary. By the time he is six years old, and ready to enter school, he is equipped with a vocabulary of 2500 or more words. These words are derived from his first hand experiences in the home and his local environment.

A good teacher realizes the value and need of adequate oral language as a preparation for

reading. Language and reading are closely related. A child wishes to share his ideas. To do this he needs an adequate speaking vocabulary and the ability to use it. Later, this oral expression serves as a background for the reading vocabulary. A child must have command of an adequate speaking vocabulary before he begins the actual reading.

A child should be able to make continuous progress in the use of oral language. Why, then, is there a sharp decline in the development of language with so great a number of children after they enter school? In making the adjustment from a small group in the home to a large social group in school a child may feel insecure and frightened. He finds himself unable to talk, and seeks a place away from the group. He withdraws from discussions in informal periods. He meets many children of his own age; he does not know how to work or play with them. Such a child needs much encouragement. He needs help to develop a sense of security, a feeling that someone is interested in him.

Vocabulary is built through a wide, rich, and varied background of concrete experiences. The teacher wants each child to gain in meaning and new words. Vocabulary growth needs to be treated as an individual matter. It is adequate when it fulfills a child's needs and extends his interests. In building a vocabulary, growth should take place in the direction of those words which the children are most likely to need. New words may be introduced through carefully guided discussions, first hand experiences, and vicarious experience such as listening to stories.

Promoting Vocabulary Growth

First, the teacher must interpret and understand what skills are important, what skills need to be developed, and which of these will aid the child in acquiring an adequate speaking vocabulary. She must plan for gradual

growth in these skills in line with his physical growth. Then, she needs to be easy and natural in her relations with the children. She must speak correct and fluent language. She must be sensitive to the needs of each child. She must plan and provide a social atmosphere in harmony with the interests and abilities of her group.

She knows that talking and listening are prerequisites to reading. To develop these skills, she encourages discussion by finding something for each child to talk about. As a child is making use of his speaking vocabulary, he wants someone to listen to him. The factor of listening is most important, and many children need help in developing the ability to listen. The factor of interest aids forcibly in the ability to direct and hold attention. The child needs experiences that will help to develop concepts accurately, such as listening to correct adult language, to good stories, poems, and music.

Experiences which the teacher provides will be related to the child's immediate social and physical environment. They will be vital if they ensure more adequate meanings, stimulate discussion, and increase language power. They will help to clarify his understanding of the world about him. They must be carefully planned so that they will provide accurate and meaningful concepts.

The teacher will provide each child with many opportunities for free and spontaneous expression about his special interests. Perhaps a child has a fine collection of mounted butterflies. She encourages him to bring it and tell about it. Literature should have a prominent place in the development of language. The children need the experience and enjoyment that stories and poems read and told to them will bring. As they listen to them they learn to associate meaning and interest with new words. They should be encouraged to

retell stories and say poems that they enjoy. As a child relates a story, the teacher observes his ability to organize the ideas of the story in sequence and to speak in sentences. Singing and conversational games aid in the development of language by requiring the children to listen attentively, to follow directions, and to speak distinctly. Discussing plans for a trip, a work period, or a game provides opportunities for problem solving, expressing ideas, working or playing together, and extending interest.

The teacher helps the children to grow in the power of observation by calling attention to details in an interesting picture. Pictures that show accurate concepts are a valuable source of (for gaining) information and they aid in developing ability to see likenesses and differences. They help to stimulate the imagination, encourage expression, and extend meanings. They help the children to improve in ability to speak in sentences after they have passed the stage of reading labels. If a child cannot think of anything to say in the discussion period, the teacher gives him a picture that she knows will be of interest to him. She helps to express his ideas by asking him questions about it. She suggests that he may bring a snapshot of himself and tell about it. She records his story and reads it back to him. This is a story that one first grade child told to me about his baby sister:

MY SISTER

This is Nancy.
Nancy is my little sister.
Nancy is two years old.
I am six years old.

The snapshot and his story were mounted in a book, which later was filled with similar stories and pictures from each child in the group. At first, the children were satisfied to look at the various pictures in the book. Occasionally, a child would find a word that was similar to one in his story. From these

stories, many basic words were introduced by the children through their own dictation.

Whenever an interesting and attractive picture with accurate concepts was found by either the children or teacher, it was mounted on strong cardboard and put in a box with a label, such as *Ways to Go; Animals*. These pictures were often referred to in discussions or used by a child for his own pleasure. Attention was directed to the words on each box label.

A child who cannot tell a story or contribute much to a discussion may find a satisfying means of expression in art. A child may be encouraged to relate the story that his picture tells. Other media of expression, such as sewing, construction, modeling, cutting, painting, all have an important place in the readiness period.

Introduce First Reading Gradually

There should be no break between the readiness and the beginning reading period. Many situations arise where reading comes in naturally.

The importance and meaning of reading are emphasized when children hear a news item, a letter, or an announcement read to them. They see how words look when they observe a label, a title of a book, or their own stories in print. In time, the children learn to read many of these words, some by sight, others in context. They begin to see that reading is made up of sentences and words. The teacher calls attention to the direction of reading by moving her hand from left to right under the printed material. The establishment of proper eye movements in this initial stage of reading is most important. The beginning reading should provide experience in getting more closely acquainted with an interest or an idea, seeing what symbols or combinations of symbols look like, and interpret-

ing meaning through these printed symbols. The children begin to see and understand things about them in terms of likenesses and differences in words, objects, and sounds. They must have this training before they can remember word forms.

Our first aim, then, in building a readiness for learning is to provide opportunities that will aid in giving the children a background of experiences. Gradually, we extend these experiences to help in interpretation of printed symbols. Ideas gained in experiences may be introduced in reading through experience charts. They are brief and composed in the children's own language. They provide motivation for the first reading because they are closely related to the children's interests. They are made up of content which is childlike and simple because of frequent repetition of words. They contain many basic words which the children will encounter in their books in later reading. They help to establish good reading habits, such as proper eye movements.

When I find that children are ready to associate meaning with symbols, I call attention to their names which are printed on individual cards, such as word cards. They learn to recognize their own names and those of the other children. Labels are put on important things and attention is called to what they say. A sign, *Library Today*, is replaced by the sentence, *We will go to the Library today*, as soon as the children have learned a few sight words. A basket with the label *Library Books*, is for books checked out by the children from the library. This label is soon extended to read *Please put your library books in this basket*. When they are returned from home they are put in the basket until the next library period. In this way, good working habits in learning to follow directions, to accept responsibility, and to live in

an orderly way are encouraged and formed early in the year.

The informal development of number concepts is related to reading in many ways. Terms used to denote quantity, such as *more than*; distance, *far*; size, *big*; and time, *noon*; are discussed in situations as they arise. Some counting and recognition of a few numbers are needed.

When the daily attendance is recorded, a child counts the boys, another the girls. We place the numbers on the blackboard, such as:

12 girls 13 boys

Another child counts the total number of children present. The sentence, *25 girls and boys are here*, is then printed and read to the children. Numbers on the calendar are noted. "What is today?" When supplies are distributed, the number of books or pieces of paper that are needed make the meaning of number concepts important. Money brought in for stamps, a magic show, or a contribution is counted by 5's or 10's.

Science materials present many opportunities for oral expression. A place should be provided for things that the children bring in, such as a bird's nest, collections of leaves, seeds, butterflies. Jill brought her turtle during the second week of school. She was responsible for its care. Discussion was stimulated as the children observed the turtle. Philip brought his book, *Let's Go Outdoors*,³ which had information about turtles. Jill made a picture of her turtle and told the story about it. It was recorded on the blackboard, and later on charts. Curiosity is a strong emotional drive toward extending experiences. Soon, children were asking, "What does it say?" Jill's contribution had provided motivation for a group experience in reading. This is Jill's story as she told it:

³*Let's Go Outdoors*. H. E. Huntington. New York: Doubleday Doran, 1939.

JILL'S TURTLE

I have a turtle.
 It is a baby turtle.
 His name is Sammy.
 He does not like his food.
 But he must eat.
 Look at my turtle.

One chart contained the complete story. Another was cut in sentence strips. The third was used for phrases and important words, such as: *a turtle*, *a baby turtle*, and *turtle*. There was no drill on word recognition at this time. Attention was called to words that were alike, to proper eye movements from left to right and back to a second line. Only those children who showed interest in the reading at this time were given help in it.

Resources in the community provide excellent means for oral and creative expression. A steam shovel at work near our school was observed by many of the children during one of their outdoor play periods. They were discussing it as they came back to their room. Robert knew about a book in the library that told a story of a steam shovel. With the assistance of the librarian, he came back with the book, *Mike Mulligan and His Steam Shovel*.⁴ The children enjoyed the story and often looked at the pictures. Many pictures of the shovel at work were illustrated with paint and crayons. Jim told this story and it was developed in the same way as Jill's story.

THE STEAM SHOVEL

The steam shovel is digging.
 It is digging, digging, digging.
 It is digging a hole.
 It is for a house.
 It is near our school.
 Did you see it?

The children who had not observed the shovel at work wanted to see it. A trip was planned for the group. Matters of safety and courtesy were discussed. We listed the things we wanted to see.

⁴Burton, *Mike Mulligan and His Steam Shovel*. New York: Houghton Mifflin 1939.

We want to see the steam shovel.
We want to see how big it is.
We want to see how it works.

After the children were guided frequently in reading the stories from the charts, the latter were typed and put in individual books for the children to take home. Some were placed on the reading table.

A period for informal discussion at the opening of the school day gives the children an opportunity to talk about things they have observed or experienced since the previous discussion period. Plans for the day may be formulated. An experience that has been found helpful and appealing to the children in developing and promoting expression, especially from the child who had little to talk about, was the sharing of some interest. A *Conference Basket* contained treasures from home which the children wished to share with the group. These treasures were wrapped until the time for discussion so that the surprise element was an added interest. At a period set aside for this sharing the children showed them and told something interesting about them. It was gratifying to see that most of the surprises were books. They were added to our shelves and enjoyed by the children.

Sometimes a suggestion from a child helps to bring about a reading experience. As a group was leaving for the playground Bill said, "My mother is coming for me early. She won't know where to find me." A sign was made, *We are playing outdoors*, and hung on the door. From that time on, a card telling where the group could be found was used. Soon, some children recognized words such as *library*, or *auditorium*, and were made responsible for finding the appropriate card. A complete sentence was used on each card.

When a group is too large to participate comfortably in a working situation, it may be divided into smaller groups. A sentence

explaining the type of experience may be accompanied by the names of the children who will participate at that time.

WE GO TO THE SHOP TODAY

Mary	Bob
Joe	Bill
Nan	Sally

Oral language is needed to express ideas for a letter. The right words must be selected to convey the thought. Thoughtfulness is shown when a letter is sent in appreciation for some courtesy. Such a thank you letter will be simple and brief, dictated by the children and printed by the teacher. This letter was sent to a group after we had attended a play.

Dear Second Grade:

Thank you for the play.

We liked it.

We thought it was very funny.

The First Grade.

Practical experiences, developing in room responsibilities, such as arranging books or caring for the science table, are a part of the development of orderly living. Betzner and Moore stress the importance of a place for the child. They state: "If the child is to maintain a real place in the family, he must make some essential contribution to it. The school, church, and society in general are his next fronts after the home."⁵

An individual characteristic or a mood often appears in a child's oral or written expression. Carol, who had been reminded to walk more quietly in the hall, illustrated a picture, and told this story about it:

TOO TIRED

The little girl is going for a walk.
 "Don't drag your feet" said her sister.
 But the little girl is too sleepy to walk.
 She cannot walk fast.
 She doesn't want to walk fast.
 She wants to drag her feet.

⁵Jean Betzner and Annie E. Moore, *Every Child and Books*, Indianapolis: Bobbs Merrill, 1940.

Mental health is more likely to develop favorably when a child learns to make mistakes comfortably. I believe Carol felt a certain release after she had expressed her feeling in picture and story. She was eager and happy to cooperate with the group after this experience.

Creative verse is encouraged after much listening to poems, jingles, and rhymes. If a teacher is alert to the language powers of her children she will hear verse in their spontaneous expressions. Judy chanted this verse several times as she was getting on her wraps:

I made a little sailboat.

I'm going to take it home.

On the playground I observed Charles playing alone on the slide. As I walked over to him, I heard him saying these words:

Sliding, sliding, down I go.

I'm at the bottom now.

Up I go and down again.

Soon I will go in.

After Charles was able to express himself in writing, the next year, he said to me, "I guess there is more poetry in me than stories." He had written many lovely poems but it was difficult for him to write in story form.

Teddy was making a picture of the train he had made in the shop. He told me these lines:

The gates go down and the train goes by.
 The gates go up and the cars go by.

The children liked Teddy's verse and during the music period, Nan suggested that we make a song about the words. Several children offered to sing a phrase or measure and as we found one that we liked I wrote down the notes for it. As the children increased in oral and musical expression, many melodies were created, some individual, others as a group. In some instances, a child thought of the words, another provided the melody for the verse.

The children had many opportunities for rhythmical experiences. Large rhythmic movements of the body, such as dancing, clapping, and running are excellent means for developing coordination. They appeal to children and help to release them from tension and self consciousness. The teacher keeps in the background as much as possible and lets the child carry out his own ideas. The child may dramatize the movement of an airplane, or an animal. The immediate center of interest may be chosen for rhythmic activity. Large bodily movements were needed to show the slow, big swing of the arm on the steam shovel.

We composed verses and interpreted them in rhythmic responses. While one group chanted the words, another group stepped out the rhythm. These are a few of our verses that we used to vocal accompaniment:

*Walking, walking to the store,
Now, I'm almost at the door.*

*Walking, walking, come with me.
We'll find (supply a child's name)
And that will make three.*

*Marching, marching down the street.
While the drums go beat, beat, beat.*

*Run, run, run, run, run.
We can have some fun.*

The factor of time is, indeed, important. If a teacher saves and compares representative samples of individual and group work from time to time, she will note progress and growth in many ways. For example, in dictated forms of expression the choice of words and sentence structure improves. There is a feeling for sequence and continuity of thought. The quantity of expression increases rapidly from a few lines at the beginning of the year to a poem of two stanzas during the middle of the year. Cooperative efforts and interest are engaged from more children. All

these progressive steps are possible because the children have been provided with many opportunities to build a background of real, wide, and varied experiences.

The following is an example of the creative efforts of the group in January:

THE BIG FIRE

The Big Fire

Words and Melody by the First Graders

1. "Cling! Clang! Cling! Clang!" The fire engine
2. "Cling! Clang! Cling! Clang!" They take the hose with

Says, "Let's hurry," the fireman
them; And Splash water all a-

Shout, "And soon we'll have it out."
bout, Until the fire is out.

The musical notation consists of three staves. The first staff is for the melody, with a treble clef and a key signature of one sharp (F#). It contains the notes for the first line of the song. The second staff is for the melody, with a treble clef and a key signature of one sharp (F#). It contains the notes for the second line of the song. The third staff is for the melody, with a treble clef and a key signature of one sharp (F#). It contains the notes for the third line of the song.

Dramatic play is a natural, spontaneous, and satisfying experience. It helps to make vicarious experiences more vivid and real. A child will make simple dramatizations of activities which he has observed, such as an airplane. He uses his body to act out the motions of the airplane. He will vocalize the sound of it. He assumes the role of the pilot.

The children may ask to dramatize a story they enjoy and know well. Dramatization furnishes an excellent means for the teacher to observe each child's use of language. It helps the child to develop in ability to express his ideas, to plan his ideas in sequential thinking and to learn to speak before a group. It stimulates the imagination and develops creativity.

When the children have had considerable experience in hearing and telling stories and poems, they may be encouraged to make a group story. A dramatization of their own story will add interest and delight to the experience.

Dealing With Visual Problems In The Classroom

LESTER R. WHEELER¹

Every year brings increasing requirements for more and more reading. Today the average American reads far more than his parents did, and future demands will make it necessary for our children to increase the amount of their reading from thirty to fifty per cent above present needs. This means that attention must be centered not only upon the teaching techniques which will produce more rapid and efficient reading, but upon the preservation of the eyesight which is being taxed by work it was not designed to do. The reading demands of school and life are straining the eyes to a much greater degree than parents and teachers realize. In order to save a child's eyes and maintain efficient vision, it is of the utmost importance that the classroom teacher give more attention to the conservation of her pupil's vision.

A number of visual handicaps can be prevented or helped if the teacher practices the rules of visual hygiene in her classroom and becomes familiar with the symptoms of various types of visual defects. Without adequate consideration of the importance of protecting the eyesight, every child is in danger of becoming the victim of impaired vision. In addition, Baker (4) and others maintain that about twenty per cent of our school children have a major or minor visual defect; of these 19.75% can be corrected, .2% can be partially corrected, and a small number (.05%) will become totally blind. This indicates that, in addition to every child facing the possibility of dangerous eyestrain and preventable disorders, there are a large number of children who have borderline visual problems which

may not show up on the routine school visual check-ups but may retard reading and seriously affect school progress. It is necessary that every teacher be on the alert to detect these difficulties and to know how to deal with them.

Few teachers realize that the child must be taught how to see before he can be taught how to read. When the child enters school he has already learned to use his eyes in various ways. He can see equally well by moving his eyes up or down, right to left or left to right, or by using them in oblique movements either up or down from right to left or left to right. Although the child sees six to eight different ways, he must learn to read from left to right and back to the left on the line below. There are twelve major muscles which must be trained to habitually move the eyes in the directions required by the process of reading. A great amount of fatigue develops in these muscles as the eyes start and stop from four to nine thousand times in an hour of reading compared to the two to three thousand movements they were designed to make in the more primitive, outdoor existence of the human race.* The amount of fatigue is greater among young children, and especially among poor readers. Near point or reading distance is much more fatiguing than far point vision. Teachers can make use of distance vision much more than they do to rest the children's eyes and reduce visual fatigue. The child often blinks his eyes in order to

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*See Luckies and Moss (21), p. 510, and Terman (29), p. 241.

relax them from a fatiguing task of reading or close work. Because of visual fatigue children are often inattentive and nervous in the classroom.

About eighty to ninety per cent of the children are farsighted when they enter school—a fact overlooked by most teachers. Most of the visual tests used in the schools do not detect the farsightedness which causes much fatigue and poor reading in the early grades. Because these children lack the visual maturity required for beginning to read, they often become reading problems. Many of the serious reading difficulties found in the upper grades are directly traceable to retarded visual readiness. Early detection and correction of farsightedness is very essential for the success of the primary reading program. The teacher is not supposed to do the corrective work, but it is paramount that she discover such cases and solicit the parents' co-operation in getting a competent and well-trained eye specialist to examine the child and make corrections.

Many visual difficulties are picked up through the various vision screening tests used in the schools. With the Snelling chart and its modifications, the Betts Ophthalmic Telebinocular, and the Eames Eye Test visual problems which effect the child's reading may be discovered, such as:

1. Distance fusion, or the ability to focus the eyes at a distance.
2. Visual efficiency—keenness of vision.
3. Vertical imbalance—the degree of deviation of the eye upward or downward.
4. Coordination level, or power of coordination.
5. Lateral imbalance—the degree to which the eyes turn in or out, or remain parallel at reading and far point distance.
6. Reading distance fusion—the ability to focus the eyes at reading distance.
7. Sharpness of image—astigmatism or accommodative convergence.

These tests can be administered by the teacher, nurse, or health department with fairly accurate results. However, such tests should never relieve the teacher of a constant watch for symptoms of visual fatigue and other difficulties which may develop from day to day among her pupils. The results of the vision screening tests should be supplemented by the observations of the classroom teacher made during the children's working days at school. The sympathetic and cooperative teacher also helps both the children and tester at the time of the screening tests. By pointing out the symptoms she has observed, special attention during the screening may increase the efficiency of the tests.

Every teacher should be familiar with the common visual defects and recognize the symptoms of each. This is essential for effective teaching because visual difficulties materially affect reading and general school progress. The following score sheet will help the teacher discover symptoms of poor vision among her pupils.

SYMPTOMS OF VISUAL DIFFICULTIES

Directions: Observe the child's reading and check (✓) any of the following symptoms of poor vision. If the child has several of the symptoms, recommend that the parents have the child examined by an eye specialist.

I. SYMPTOMS BASED ON BEHAVIOR

- 1. Child rubs eyes frequently.
- 2. Child tries to brush away the blur.
- 3. Child has difficulty seeing clearly what is on the blackboard.
- 4. Holds the book close to the eyes while reading.
- 5. Holds head close to the desk while reading or working.
- 6. Tilts head forward when looking at objects.
- 7. Child holds head to one side while reading or studying.

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- 8. Child shows symptoms of pain in and about the eyes.
- 9. Frowning when reading or looking at pictures in a book at reading distance.
- 10. Eyes become tired quickly while reading or studying.
- 11. Child closes one eye while reading or doing close work.
- 12. Child lacks persistence while reading.
- 13. Inattention and symptoms of fatigue while reading.
- 14. Shows a general nervous tension while reading.
- 15. Nervous depression, caused by eye fatigue.
- 16. Allergic disturbances, sometimes symptoms of visual defects.
- 17. Picking up words below and above the line.
- 18. Child is unable to stay on the line and begin on the line below.
- 19. Child often squints while reading.
- 20. Frequent eye blinks indicate eye fatigue.
- 21. Eyes are oversensitive to light.
- 22. Lack of fusion, or the inability of eyes to work together.
- 23. The child's reading becomes poorer the longer he reads.
- 24. Poor alignment in penmanship is sometimes an indication of poor vision.
- 25. Child frequently changes the distance of the book while he is reading.
- 26. Confusion in reading and spelling o's and a's o's and c's, n's and m's etc.
- 27. Child often stumbles or trips over objects while playing or walking.
- 28. Child is irritable while doing close work in the school or at home.
- 29. Has difficulty in playing baseball or similar games.
- 30. Difficulty in school work requiring close use of eyes.

II. SYMPTOMS BASED ON APPEARANCE

- 1. Child's eyes often water while reading.
- 2. Discharges frequently given off from the eyes.
- 3. Repeated sties occurring on eyes.
- 4. The lids of the eyes are often red, encrusted or swollen.
- 5. One eye has a tendency to turn inward or outward when tired.
- 6. Unusual redness occurs in the white portions of the eyes.
- 7. The eyes have a tendency to turn upward or downward.
- 8. One eye has a tendency to turn upward or downward.
- 9. Eyes often vibrate or tremble.
- 10. The pupil in one eye is definitely larger than the pupil in the other eye.
- 11. Frowning, or wrinkling of the forehead.
- 12. Eyes have a tendency to swell during the afternoon.

III. SYMPTOMS BASED ON COMPLAINTS OF THE CHILD

- 1. Pain in the forehead or temples.
- 2. Headache during the afternoons.
- 3. Child often becomes dizzy or sick while riding in an automobile, train, or on a bicycle.
- 4. Child is unusually tired after the movies.
- 5. Child often has gastro-intestinal disturbances or constipation.
- 6. Child has a definite dislike for reading and general close work.
- 7. Pains in back of head and neck.
- 8. Blurred vision.
- 9. Dizziness or nausea, following close eye work.

There are many ways the classroom teacher can help in preventing the development of visual problems among her children, and she

can also materially assist those who are visually handicapped by constantly observing the rules of visual hygiene. The teacher who develops a sensitive vision conscience about her classroom will be contributing a generous part toward the future health and happiness of her pupils. The following are some suggestions for the prevention and correction of visual difficulties. If teachers will check this list, they can find out how well they are safeguarding the vision of their children.

SUGGESTIONS FOR HELPING CHILDREN PRESERVE THEIR EYESIGHT

1. If school health examination shows the child has defective vision, have child examined by a competent eye specialist.
2. Do not rely entirely upon routine health examinations to pick out the children with defective vision. Many minor defects which do not show up in these check-ups may seriously handicap the child in his school work.
3. If you detect symptoms of eye-strain and visual defects in the child, urge parents to take child to an eye specialist for a thorough check-up.
4. Close cooperation of the parents and teachers is needed in supervising and carrying out the recommendations of the eye specialist.
5. If glasses are provided, see that child constantly wears them as recommended.
6. See that glasses are kept clean.
7. See that child wears his glasses properly, looking through the center of the lens at all times.
8. Instruct child in the proper care of his glasses, such as cleaning and keeping frames in shape.
9. If child is wearing glasses, check to see how recently he has had a re-examination and adjustments. The child's eye is a developing eye, and glasses should be changed occasionally.
10. Constantly watch all children for symptoms of eye-fatigue or visual defects.
11. All children recuperating from illnesses should refrain from using their eyes in close work for long periods at a time.
12. Teach all children habits of economy in the use of the eyes.
13. Teach child to rest eyes by looking away from the book frequently.
14. Limit the periods of time requiring short distance focusing of the eyes.
15. Alternate desk work with blackboard work, or other methods. A change of focus is considered an eye rest period.
16. Have child rest eyes frequently by closing eyes, or putting head down on desk.
17. When eyes tire, have child stop work and bathe eyes and face with cold water.
18. Have someone read lessons to the visual problem child, especially in the upper grades where assignments are long.
19. Plan work so the child's schedule is based on eye work followed by rest periods.
20. Teach through activity programs as much as possible. This enables the child to change from one type of work to another whenever he becomes tired.
21. Adjust seats and desks so that the work may be comfortably placed at least 12-15 inches from the eyes.
22. Adjust seats and desks so that the light will shine on the child's work, not in his eyes.
23. Whenever possible use a moveable, adjustable, tilt-top desk.
24. If desk top is flat, use a copy holder to elevate and tilt books, and a tilted drawing board for resting working materials on eye level.
25. Child should sit erect and bring his work up to the necessary level for seeing. Poor posture may be both a cause and a result of defective vision.

26. Seat the child where the light is good. Light should come from over the left shoulder except in cases of left-handedness.
27. Reserve the most favorable seats in the classroom for the children with visual difficulties.
28. Child should not sit facing the light.
29. See that there are no glaring surfaces within the child's line of vision.
30. Spots and streaks of direct sunlight should be avoided.
31. The light in the room should amount to ten meter candles at the darkest corner of the room, and from twenty-five to forty at the side of the reader.
32. The window space should be approximately one-fourth the floor space, in order to give adequate light.
33. The ceiling should be almost white and the walls light buff. Soiled or dark walls decrease the light some twenty-five per cent.
34. Proper lighting should be provided both in the classroom and in the home.
35. When illuminating blackboards, charts, etc. prevent glare by placing light to one side of the object rather than close to the object in the direct line of vision.
36. Glare may be minimized by having the surroundings of approximately the same brightness as the light on the book or other work materials.
37. Whenever possible provide indirect or semi-direct lighting in the home or school as the most effective way to eliminate glare.
38. Make certain all children are seated so that all blackboard work, charts, demonstrations and other visual aids to learning are easily visible.
39. All writing on blackboards should be large, preferably in manuscript.
40. Use soft chalk on clean blackboards.
41. For mimeographed materials and the like, use a bulletin typewriter with upper and lower case letters, or a sight-saving typewriter.
42. Provide child with unglazed paper, preferably of an eggshell color.
43. Have child use a soft lead pencil, or a pen with a broad writing point.
44. In art, child should work in the large. Avoid pencil or ink drawings.
45. Teach child to avoid small, cramped handwriting. Writing should be large and oval.
46. See that child is provided with large type books and materials. Eighteen or 24 point type materials are usually available from the nearest center having a sight-saving class, or from local or county library.
47. Lines in school books should be short, about three inches, and margins should be wide.
48. Schoolbooks should be of white paper, without gloss.
49. Books should be generously illustrated.
50. In the primary grades blackboards and big charts should largely replace book and pencil.
51. The child with impaired vision should avoid such courses as sewing, mechanical drawing, laboratory work with the microscope, and excessive library reading.
52. Avoid excessive or unnecessary reading and close work.
53. Reduce the amount of instruction through the use of the eye, and give more time to teaching through the ear and through motor activities.
54. If condition of eyes of the child is such that sight is likely to deteriorate gravely or be lost, education should be specially planned to prepare him for this contingency.

55. On leaving school, children with defective vision should have vocational advice as to trades and professions that are least taxing upon vision.
56. Teachers should be active in enlisting the co-operative efforts of the parents, school, civic clubs, the medical profession, and eye specialist in studying children's visual problems.
57. P. T. A. or other instructional programs should be arranged stressing the academic and hygienic significance of visual defects and sight-saving.
58. Remember that the eye of every child is an undeveloped eye, and that for this reason it should always be protected from overwork.

As we progress in education the classroom teacher is called upon to assume a greater part in teaching and developing the whole child. Each teacher should constantly strive to do everything that she possibly can to make her instruction more effective. Poor vision is one of the many problems which materially handicaps normal progress in reading and other subjects. The purpose of these suggestions is to give the classroom teacher assistance in discovering, preventing, and correcting the visual defects which materially hinder a child in learning to read and in reading to learn.

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GIVE THEM TIME

(Continued from page 225)

Let me again urge every parent and teacher to give children *time to grow* and *time to do things*. In our adult world, we often hear about the need for more time to do things. Children need time, too. They need

time for working out their responsibilities, time for individual and group play, time for seeing things, time for looking at books, hearing stories, poems, and music, time for rest, and time, in general, for maturation.

What New Directions for Elementary Education?

AN EDITORIAL

JOHN J. DEBOER

It has become fashionable to speak about the impact of the war and the "dawn of the atomic era" upon education. Ordinarily, however, it is assumed that the elementary school, unlike the high school and college, will remain relatively unaffected by the vast changes occurring all around us. The experience of the war period should have taught us the contrary. Any elementary school teacher today could supply a catalog of wartime schoolroom activities that have, at least temporarily, transformed the elementary school.

Specifically, what changes in elementary education, particularly in relation to reading, listening, and language expression, may we reasonably look for in the postwar years? Very recent elementary school courses of study, new organizations, committees, and commissions, and the recent professional literature furnish important clues. Together they point to an acceleration of the changes in outlook and emphasis initiated in the war years.

1.) First and most obvious of the changes that will characterize elementary education, from our great cities to the remotest one-room schoolhouses, is an enormously augmented interest in the peoples of other lands, notably of Latin America, China, and the Soviet Union. These peoples have been our fighting allies, and with Great Britain and France will be our major associates in maintain-

ing the peace. Global air traffic makes them our near neighbors. Friendship with them has literally become a condition for the survival of all that we call civilization.

The new approach to the study of other peoples will differ from the traditional fact-mongering of the geography books, which found some mysterious value in the cold-storage of topographical, commercial, and census data. It will rather utilize the growing list of children's books dealing with the daily life and problems of human beings in other lands and with their contributions to world culture. The treatment of the U. S. S. R. and of other nations in the new *Intermediate Manual* (1945) of the Cincinnati Public Schools is an excellent illustration of this approach.

2.) Elementary education will focus increasingly upon the present and the future instead of the past. Classes which in recent years daily followed the war communiqués and spotted the location of relatives and friends on world battle maps will not lightly return to exclusive pre-occupation with historical anecdotes. More attention will be given to the terms of the United Nations Charter than to those of the Missouri Compromise. The war against inflation and unemployment and a Congressional debate on the FEPC will loom larger in children's discussions than the French and Indian War ever did. With mankind anxiously straining

to see through the fogs ahead, the schools cannot afford to be looking backward and repeating the mistake of Lot's wife.

3.) We may look forward to greatly increased use of all kinds of audio-visual aids. The phenomenal success of Army and Navy instructional programs employing sound films and film-strips, and the release of projection equipment to schools, will give impetus to a movement well under way when the war began. Phonograph records, radio and television programs, and recordings of radio programs, along with printed and illustrative materials, will powerfully augment the usual instructional instruments in all fields, including that of children's literature. Techniques for the improvement of children's listening, now in a very rudimentary stage, will be extensively developed.

4.) We may confidently anticipate a greater cooperation between school and community. Wartime participation by the school in community affairs represented a peak in such cooperation. Classroom discussions of civil defense precautions, the need for rationing and price control, and salvage and conservation drives may not have their exact peacetime counterparts, but the vitalization and enrichment of instruction that resulted from the assumption of community responsibilities and the utilization of community resources will certainly not be abandoned in the exciting days of reconstruction.

5.) Many signs indicate that the schools will assume an active part in the nationwide effort to avert racial and religious conflict. Anti-semitism and Fascist theories of racial superiority, as well as intolerance toward various nationality

groups and labor, must be fought on all fronts, including education, if we are to attain a stable and peaceful world. The activities of such organizations as the Bureau for Intercultural Education, the National Conference of Christians and Jews, the Council against Intolerance in America, and many others, educational projects such as the Springfield Plan, the work going forward in Detroit, Gary, and other cities, workshops on intercultural education at a dozen universities, new educational publications and children's books dealing with intergroup relations, illustrate the ferment now going on.

If the movement is to be successful, teachers themselves will need to examine their own attitudes and to become better informed as to the contributions of the numerous cultures to American life. They will need to acquaint themselves with the growing body of literature in this field. They will need to learn to utilize the many teaching aids now available. But more and more teachers are joining with Norman Corwin in his "Petition after Victory," from his broadcast, *On a Note of Triumph*:

"Lord God of test tube and blueprint,

Appear now among the parliaments of conquerors and give instruction to their schemes:

Measure out new liberties so none shall suffer for his father's color or the credo of his choice:

Post proofs that brotherhood is not so wild a dream as those who profit by postponing it pretend.

That man unto his fellowman may be a friend forever."¹

¹New York: Simon and Shuster, 1945. \$1.50.

There will of course be many other changes. We may be sure that the trend toward fewer subjects and more unified curricula will continue—fewer special reading and language periods and more attention to reading and language in the "content fields," less use of textbooks and more of wide, diversified reading, less mass instruction and more attention to the individual child.

Of another change we can only say that we hope it will occur—that educational opportunity in the United States will be vastly extended, that more funds for schools will make possible smaller classes and more books, radios, and equipment of all kinds. With a fraction of the treasure we spent for war we can all but make the peace secure.

IF JOHNNIE STUTTERS

(Continued from page 213)

Speech Clinic, will repay the time you spend in reading them in an understanding of the stuttering child and will do much to help you to chart your course in dealing with him in the classroom. These articles can also be placed with profit in the hands of parents.

It is well to remind you that there is no rule of thumb—no simple prescription—for dealing with these children who stutter. Each problem is as individual as the child's speech pattern. There is no one set of exercises that

will do the trick, and improvement is often slow and accompanied by many relapses. If it is at all possible, refer the child to a trained speech therapist and follow his suggestions. If you do not know the resources of your community or your state for getting special help for this child, your state department of education or your state university should be able to help you. But whether or not the help of a speech correctionist is available, the classroom teacher has an important role to play.

The Educational Scene

Muriel Gilbert and Ruth Giles report in a recent issue of the *A.L.A. Bulletin* the activities of groups interested in sending books to children in war-stricken areas of Europe and Asia. The International Committee of the Children's Library Association, for example, is concerned with supplying books to European children in their own languages through the establishment of reading centers, advising European publishers in their plans for translating children's books from English to their respective languages, distributing American children's books in English in these countries, distributing picture books which have a direct appeal even to the child who speaks no English, and supplying books to young people who have studied English. Books across the Sea, with headquarters in the Browsing Room, 309 South Hall, Columbia University Library, New York City, arranges exchanges of books between England and America for both adults and children. The Women's Council for Post-war Europe has staged a nationwide campaign in which American children, editors, educators, librarians, and other interested adults have participated. From a list of books in English recommended by the Book Committee, books are bought, put into colorful "treasure chests," and sent to children in devastated countries.

The Association for Childhood Education has just produced a *Portfolio for Primary Teachers*, containing twelve leaflets in varied colors enclosed in a folder. The leaflets were prepared by experienced teachers and written in non-technical language. Among the topics with which they deal are "Starting First Grade Reading," "Grouping to Foster Growth," and "Developing World Citizens."

In order to help fill a gap in our supply of

educational materials on foreign countries, the Department of Supervision and Curriculum Development of the National Education Association, 2 West 45th Street, New York 9, has published in the *Building America* Series a new unit on Russia. It includes many maps, charts, photographs, and tables relating to the political, economic, and cultural life of the Soviet Union.

The twenty-fifth observance of American Education Week will take place November 11-17. The topics for the days of American Education Week are "Emphasizing Spiritual Values," "Finishing the War," "Securing the Peace," "Improving Economic Well Being," "Strengthening Home Life," "Developing Good Citizens," and "Building Sound Health." Suggestions for observance may be secured from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Freedom's People is a new collection of nine sixteen-inch records (eight thirty-minute programs, one one-hour program) at 33-1/3 r.p.m., available for purchase or loan from the United States Office of Education. The series describes the contribution of the Negro to American life in such fields as music, science, industry, education and the like. . . A free copy of *Visual Training Aids*, a list of films produced by the United States Office of Education and other government agencies, may be secured from Castle Films, 30 Rockefeller Plaza, New York, N. Y.

A word of caution to users of audio-visual aids is expressed by Edgar Dale in a timely editorial in a recent issue of the *Newsletter* (published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio). Mr. Dale points out that the mere

use of audio-visual aids does not necessarily result in improving teaching. Skillful use of film and radio may, under a mistaken conception of teaching, merely help the teacher to do better what she ought not to do at all. "If the teacher sees her role as that of a sympathetic guide to a group of children who are trying to solve their problems," audio-visual media may serve as an enormously valuable instrument.

The Department of Elementary School Principals of the National Education Association is distributing free a pamphlet called "The Elementary School Principalship — Planning the Future." It outlines a program for the improvement of elementary education in the years just ahead.

Noted by the *ALA Bulletin*: one billion books—fifty-seven thousand titles in one hundred languages—have been published in the USSR during the war. . . The Children's Book Council was established in January by the Association of Children's Book Editors to promote children's books and to coordinate all activities connected with children's readings. The Council will have its offices at the R. R. Bowker Company and be under the direction of Laura Herrig.

The Newbery Medal was awarded this year to Robert Lawson for *Rabbit Hill*, published by Viking. Elizabeth Orton Jones received the Caldecott Medal for her illustrations in Rachel Field's *Prayer for a Child*, published by Macmillan. The Thirteenth Annual Award of the Julia Ellsworth Ford Foundation for Children's Literature, of \$1250.00, has been made to Nancy Barnes for her book, *The Wonderful Year*, a story for girls of ten to fourteen. It will be published in the spring of 1946 by Julian Messner, Inc.

A classified, selected, and annotated reading list on the Negro has been published in the February issue of the New York Public

Library's *Branch Libraries' Book News*. It may be purchased from the New York Public Library, Fifth Avenue and 42nd Street, New York 18, N. Y., for ten cents. . . The Council Against Intolerance in America announces a factual, photographic exhibit on the Negro in American life. The series, which consists of twenty-six large placards, tells the story of the Negro in America. It will be available from the Council Against Intolerance in America, 17 East 42nd Street, New York 17, N. Y., about November 1, for \$25.00 a set. It is also available on loan for an indeterminate sum depending upon ability to pay.

Two new books of interest to teachers planning programs in the field of tolerance relate to the famous Springfield Plan, subject of the new Warner Brothers Picture "It Happened in Springfield." The one is *The Story of the Springfield Plan*, by Clarence I. Chatto and Alice L. Halligan, (Barnes and Noble). The preface is by John Granrud, superintendent of Springfield, Mass. schools, and the introduction by Clyde R. Miller, the consultant to the League for Fair Play and to the Springfield program. The volume presents a detailed account of the program at the various school levels. The other book, *The Springfield Plan*, by Alexander Alland and James Waterman Wise (Viking), is a beautiful photographic record of the program, with a page of text opposite each full-page picture.

The first bulletin of the Committee on Education of the National Council of American-Soviet Friendship, Inc., 114 East 32nd Street, New York 16, N. Y., presents a statement of the purposes of the Committee and a survey of American educational activities related to the study of the Soviet Union. . . Reprints of an article by Nathan Berman entitled "On the Making of Soviet Citizens" which appeared in the magazine *Psychiatry*, are available from the author at Children's

Dept., United Jewish Social Services, Kansas City, Mo. It contains concrete illustrations of procedures employed in the Soviet Union for the building of constructive citizenship among children.

The July, 1945 issue of the *Peabody Journal of Education* contains an annotated list of easy and interesting reading for retarded readers, by Dicie May Cassady.

A new type curriculum for the senior high school and junior college, which is extremely suggestive also for elementary school teachers, is described in *Design for America*, by Theodore Brameld (New York: Hines, Hayden, and Eldredge). The curriculum is organized around contemporary problems and looks to the present and the future rather than to the past for its chief subject matter. A description of the contributions of the major areas of study to the student's growing understanding of his world is presented along with generous bibliographical references.

The Geographic *School Bulletins*, published by the National Geographic Society, will be resumed for the 1945-46 school year on October 1, the Society has announced. The format of the Bulletins is designed so that each article, with illustrations and suggestions for further reading, is a complete unit, detachable for separate filing, for bulletin board use, or for distribution to students in the classrooms.

Government restrictions on paper have limited the *Bulletin's* subscription list. Present paper allotments will permit the addition of only a few hundred subscriptions to last year's

list. So to assure receipt of copies for the next school year, the Society is urging subscribers to place their orders early.

School Libraries for Today and Tomorrow is the latest in a series called *Planning for Libraries* published by the American Library Association. Practical suggestions for service to pupils and teachers, standards of personnel, the book collection and other library resources, housing the library, and the administration, supervision, and extension of the library constitute the chief contents of the pamphlet. Price, \$1.00.

All teachers, supervisors, and educational librarians will be interested in the excellent and highly comprehensive new bibliography on the teaching of reading called *An Index to Professional Literature on Reading and Related Topics*. The list, which includes titles up to January 1, 1943, was compiled by Dr. Emmett Albert Betts and Thelma Marshall Betts. It is published by the American Book Company and sells for \$1.50.

Here are the Junior Guild selections for the month of October 1945: For boys and girls, 6, 7 and 8 years of age, *Rags' Day and Mrs. Silk* by Helen Hoke, Julian Messner, Inc., \$2.00. For boys and girls, 9, 10 and 11 years of age, *Children of South Africa* by Louise A. Stinetorf, J. B. Lippincott, \$2.00. For older girls, 12-16 years of age, *Sentinel of the Snow Peaks* by Harold McCracken, J. B. Lippincott, \$2.00. For older boys, 12 to 16 years of age, *The American Boy's Omnibus* by Stanley Pashko, Greenberg Publishers, \$2.50.

National Council of Teachers of English

THE ANNUAL COUNCIL CONVENTION AT MINNEAPOLIS

The Thirty-fifth Annual Convention of the Council will be held in Minneapolis on November 22-24, with headquarters at the Radisson Hotel. A full-scale convention program with outstanding speakers from all sections of the country will center attention on "The Emerging English Curriculum." The Council has appointed a Commission on the English Curriculum of twenty-eight members who will devote several years to a study of the English Curriculum from kindergarten through the college and university, and to the preparation of a series of publications. The convention this year will consider a number of the major problems in the teaching of English with which the Commission will deal. Several members of the Commission will participate in the program. If conditions warrant, the entire Commission will meet in connection with the convention.

Because travel restrictions have not been completely lifted at this writing,¹ we are compelled to announce that attendance at the Annual Convention will be limited to the Twin Cities area except for 150 members from outside the area. When and if travel restrictions are lifted, the convention will be open to all who wish to attend. Further announcement relating to attendance will be made in the November issue of this magazine. In the meantime, mark your calendar now for attendance at the Council Convention in Minneapolis on November 22-24. We hope travel conditions will make possible an unrestricted National Convention.

¹As the *Review* goes to press, announcement is received that restrictions on conventions have been lifted. Plans for a full convention are going forward.—Editor.

The local committee on arrangements in the Twin Cities, under the able leadership of Dr. Dora V. Smith, has been at work for several months making preparations for the convention. Plans for the program have been under the direction of Mark Neville of St. Louis, second vice-president of the Council.

HAROLD A. ANDERSON,
President, NCTE

PROPOSED AMENDMENTS TO THE CONSTITUTION

The following proposed amendments to the Constitution of the NCTE will be submitted by the Executive Committee for consideration at the annual meeting in November:

1. That Article VI, sentence two in paragraph two under "Officers of the Council," be amended to read as follows:

The Nominating Committee shall be elected by a ballot by the Board of Directors *at its first session* in connection with each annual meeting, one year in advance of the time when their report is to be acted upon.

Reason for amendment: Election at the first session will provide more time for the Nominating Committee to hold meetings during the Convention. It is difficult at best to agree upon nominations by correspondence.

2. That Article VI be amended by revising sentence six in paragraph two under "Officers of the Council" to read as follows:

Additional names may be added by petition signed by 20 directors of the Council and accompanied by written

consent of the persons nominated, provided such petitions reach the office of the Secretary-Treasurer of the Council not later than August 15.

Reason for amendment: The Constitution now makes no provision for the time when the petitions have to be submitted.

3. That Article VI be amended by adding the following paragraph at the end of the section relating to "Officers of the Council":

When the nominations of the Nominating Committee are formally presented at the meeting of the Board of Directors, it shall also be in order for the chairman of the meeting to receive nominations from the floor for any office included in the report of the Nominating Committee.

Reason for the amendment: The Board of Directors adopted a resolution last year declaring that the Council rules of order provide for nominations from the floor. At present this provision is included in the Constitution in the form of a footnote. This amendment incorporates the resolution into the Constitution itself.

4. That Article VI be amended by adding at the end a paragraph as follows:

In the event a vacancy occurs in the office of Secretary-Treasurer between annual meetings of the Council, the Executive Committee shall be empowered to appoint a Secretary-Treasurer to fill the unexpired term.

Reason for amendment: No provision is now made to fill a vacancy in the event one occurs. It would be a serious matter not to have an official Secretary-Treasurer to manage the Council office and to serve as treasurer even for a very short period of time. It is assumed that in the event a vacancy occurs in the presidency, the suc-

cession shall be the first and second vice-presidents, in that order.

5. That Article VII, paragraph two, sentence two, be amended to read as follows:

A Section Nominating Committee composed of three members, one appointed by the Executive Committee and two elected by informal ballot by the members of the section at the annual meeting to serve for the following year, shall send to the secretary of the Council by *December 15* for publication in the *February* issue of the appropriate periodical a slate of four names from which two shall be chosen by mail ballot in May.

Reason for amendment: Publication of the slate in the April issue is too late to enable Council members to add by petition other names to the slate as provided in paragraph four of Article VII. Hence the dates must be moved ahead to December 15 and February issue.

6. That Article VII, paragraph four, sentence three, be amended to read as follows:

Additional nominees either for the Section Committee or for Council Directors to be named by the Section may be added by a petition signed by 15 members of the section, to be sent to the secretary of the Council not later than *March 1* for publication in the May issue of the appropriate journal.

Reason for amendment: Copy for the May issue of the journals must be ready for the printers early in March.

7. That Article X, paragraph one, be amended to read as follows:

Neither the Council nor any officer or committee shall contract indebtedness exceeding the net balance then re-

maining in the treasury plus fifty per cent of the other assets of the Council.

Reason for amendment: At certain seasons of the year the cash on hand is not sufficient to permit the Council to make investments which might be desirable.

At the March meeting of the Executive Committee of the National Council, on a motion offered by Max Herzberg, it was decided to set up, experimentally, two awards to be made by the Council—as possible forerunners of a series of such awards.

Mr. Herzberg suggested, as valid motives for such awards, the fact that such awards would be directly related to the purposes and activities of the Council and that they would, no doubt, be found newsworthy by correspondents covering Council sessions. As conceived in his proposal, the awards would manifest the keen and laudable concern of the National Council of Teachers of English with *forms of creative communication in which words are the primary medium* and with the new techniques they had developed.

The Executive Committee directed that awards be made in two fields—radio and the photoplay; and that, if possible, they be made in time for announcement at the November 1945 meeting of the National Council. It was also stated that practical and acceptable criteria were to be set up, preferably with the help of teachers and students everywhere; and it was felt by the Executive Committee that the discussion of these criteria in English classrooms might well prove to be the most valuable product of the project.

In the field of *radio* it is proposed that an award be made for "the most notable contribution toward the development of new forms of artistic expression" in this medium of communication. The attention of students would be directed to the striking ways in which the art of *listening* is being developed, through

ingenious uses of sound effects and the skillful appeal of imaginative dialogue and narration.

In the field of the *photoplay* it is proposed that an award be made for "the production of a literary classic that best conforms to the spirit and quality of the original." In connection with the discussion of this award emphasis would of course be laid on the necessary deviations from the original that cinematic conventions and techniques impose; no slavish imitation would win the award, but rather a highly artistic yet reverent metamorphosis of a literary into a photoplay masterpiece.

The organization of the awards was placed in the hands of Mr. Herzberg, as chairman of the Radio and Photoplay Committee. Steps have already been taken to notify leaders in the two fields chosen, and many of them have expressed a spirit of cordial co-operation.

It is now hoped that English teachers all over the country will discuss these awards in the early Fall and will submit nominations to Mr. Herzberg, who may be addressed at Weequahic High School, Newark 8, New Jersey. Such nominations, covering the period from October 1, 1944 to October 1 of this year, should reach him as soon after the latter date as possible. Recommendations will be made to the Executive Committee for final action.

This is a novel opportunity for English teachers to conduct stimulating discussions about two vital art-forms of great concern to English teaching and of great interest to young people. It is urged that you participate and send names of artistic radio programs and photoplay productions of literary classics to Mr. Herzberg. He will also be greatly interested in any lists of criteria for excellence you may develop with the help of classes. It may be noted that some impressive radio and photoplay scripts are now available in book form, those of Norman Corwin, for example.

Review and Criticism

[Brief reviews in this issue are by Helen Sattley, Dorothy E. Smith, Hannah M. Lindahl, Bernardine G. Schmidt, and Elizabeth Guilfoile. Unsigned annotations are by the editor.]

FOR TEACHERS

Teaching Through Radio. By William B. Levenson. Farrar & Rinehart, \$3.00.

The rapid development which radio as an aid to education has made in recent years, and the even greater development that may be looked for in the immediate years ahead, calls for very specific guidance to teachers and administrators who wish to organize comprehensive programs in radio education. This volume provides timely and practical information relating to the history of radio in education, techniques for preparing, presenting, selecting, and using educational programs and recordings and measuring the results. Abundant illustrative material as well as specific information relating to programs, broadcasters, and sources of information are included.

Children's Interests in Library Books of Fiction. By Marie Rankin. Bureau of Publication, Teachers College, Columbia University, \$1.85.

Dr. Rankin analyzed books most frequently borrowed by children in eight public libraries to discover what common elements were responsible for their popularity and what factors of story content, literary style, and format contributed to the children's selections. The study includes the report of the children's judgments of the books awarded the Newbery Medal. A complete bibliography of studies in this field has been included.

FOR CHILDREN

Up at City High. By Joseph Gollomb. Harcourt, Brace, \$2.00.

The story of a small-town boy who enrolls in a New York skyscraper highschool discovers racial and religious conflicts, and fights a winning battle against intolerance with the aid of a courageous school principal. This book, which must be classed with the best of John R. Tunis' brilliant young people's stories, helps to meet a critical need in a day when democratic intergroup relations have become a major concern of all American schools. For upper grade boys and girls. *Don't miss this one!*

Kay Allen on Overseas Mission. By Margaret Irwin Simmons. Crowell, \$2.00.

Many of us keep asking for realistic books. We also want these books to be well written, to have good characterization, to have authentic backgrounds. And, then, when one such book comes along, as this one, we are apt to hedge. Is it too realistic? Perhaps, each teacher and librarian should make her own personal decision. But this book certainly deserves attention. It is set in Yugoslavia against an authentic background of Marshal Tito's Partisans' struggle. A physicist has been imprisoned by the Nazis. Betrayed by his own family, he is afraid to trust even Partisan spies with his secret formula, which the Allies need desperately, and so the FBI send a young

From *Teaching Through Radio* (Farrar and Rinehart)



Boston newspaper woman, who once stayed at his home and who speaks excellent German, into the country to enter his prison cell by a ruse. Kay Allen is not the hero of this story. The Partisans are. Often, she acts like the naive girl she is and their strength and courage stand out in contrast. The prison has the setting for horror, but the horror is left to one's imagination. The book is exciting. And so have our papers been, everyday, for the past few years. When you read this book, bear in mind that many of our Revolutionary and Civil War stories, read as contemporary fiction when the horror of those wars was still fresh, might have been turned down for young people. And judge accordingly. This reviewer would give it to many 7th and 8th graders she has known.

H. S.



From *The Very Good Neighbors* (Lippincott)

The Very Good Neighbors. By Irmengarde Eberle. Illustrated by Flora Nash DeMuth. J. B. Lippincott, \$2.00.

Juan and his family came on foot to settle in San Antonio. Here, they hoped to have a home, again, as they once had in Mexico. But customs in the U. S. are different from those in Mexico and it was not easy for them to understand the real estate laws in this new country. However, honesty, friendliness, and a sincere desire to work for whatever one gets are universal traits and Juan's family learned that the Texans could appreciate very good neighbors and wanted them to live among them. An excellent book which will help 4th, 5th, 6th graders understand Mexicans—and, also, how so little can mean so very much to a poor family.

H. S.

Cathy. By Siddie Joe Johnson. Illustrated by Mary Lee Baker. Longmans, Green & Company, \$2.00.

A delightful story for 3rd and 4th graders of a little girl whose father flew for the Navy and whose mother designed airplanes. Cathy, left alone with Rosita, who was overfond of her kitchen, hunted for playmates of her own. She found them, too, in the diaries and keepsakes of the three children who had lived in Cathy's house during the first World War. These three gave her courage and inspiration during the darkest days. It is too bad such a nice little book costs a full \$2. Some prospective buyers may feel it too slight for that.

H. S.

Burlap. By Morgan Dennis. Illustrated by the author. Viking, \$1.00.

Another picture book by the author-artist of *The Pup Himself*. This time it's about a Basset hound, a lovable and funny-looking animal. Small children will love this realistic story of a little city boy who becomes a great friend of a "useless" hound on his grandmother's farm.

H. S.

Orange on Top. By Henrietta Van de Haas. Illustrated by Lucille Wallower. Harcourt, \$2.00.

During the Nazi occupation of Holland even the children worked for the Dutch underground. Nine year old harum-scarum Bram, son of Dr. Jensen of the Hague, learned discretion, and played an important part in helping little Sarah Cohen escape to England. Stories like this will help to make international understanding something more than a pious hope.

D. E. S.

A Sea Between. By Lavinia R. Davis. Doubleday, \$2.00.

This is a novel for older girls about which there will be a difference of opinion. It is a love story with a war background. Priscilla Brighton goes to visit and then to stay with Cordery de Forge's inimitable aunt in a small town on the New Jersey coast. Here she finds gossip, jealousy, race-prejudice and cruelty of man to man that are so noticeable in small communities because everyone knows everybody else. Fortified by Cordy's own high principles and his belief in her, and by Tante's gift for seeing people as they would like to be, Prilly takes a gallant stand and makes a place for herself in the village life.

The plot is well-knit, the action swift, the incidents plausible, the dialogue natural, the

character deftly portrayed. In short it is a fine story that highlights the thoughts, activities, and problems of modern youth.

Its suitability as a book for young people may be questioned by those who are reluctant to acknowledge the facts of life. For the sake of the record, Prilly suggests to Cordy that they "be together" before he goes overseas, and one of her friends has a miscarriage. Like all the other situations in the book, these too, are handled naturally, frankly, and with good taste. The problems of modern girls are tackled with the same open-eyed courageous realism that characterizes the recent books of John R. Tunis. And Mme. Martine, Cordy's aunt, would be an outstanding character in any book of fiction. You'll love her.

D. E. S.

Fuss 'n' Feathers. By Laura Long. Decorations by Henry C. Pitz. Longmans, \$2.25.

Winfield T. Scott becomes a real person in this vivid biography, impatient, impetuous, outspoken, but withal a great leader to whom the Union of these United States was his religion. The story of his life is the story of his country from the end of the Revolutionary War to the Civil War. Junior high school boys and girls will read it as a vigorous stirring story.

D. E. S.

All Those Buckles. By E. R. Gaggin. Illustrated by Mildred Cloethe. Viking, \$2.00.

As all might expect of the author of *An Ear for Uncle Emil*, here is a book full of gaiety and humor and joyous living. When the Army needed an aircraft it bought a large tract including the Buckles' home. When they moved it it's not surprising that their staid new neighbors were startled by the exuberant household. No doubt they were noisy, but they were also friendly and every last one of them was doing something to help win the War. One by one the neighbors found themselves succumbing to the irrepressible children. A delightful story for the elementary grades. Full of fun and nonsense and good sound sense.

D. E. S.

Brave Ships of World War II. By Joseph Leeming. Illustrated by Grattan Condon. Nelson, \$3.00.

This is a sure fire book for boys and men, telling of the major naval engagements from

the *Graf Spee* in 1939 to the *Scharnhorst* in 1943, including those in the Mediterranean and South Pacific. It does not mention the part played by radar, since it was written before details of that wonder had been released. With a background of plenty of action in the United States Naval Reserve in World War I, Mr. Leeming knows whereof he speaks—and he speaks well. Mr. Condon, besides being a skillful artist, has worked in the plate shop of a shipyard that built naval craft. The publishers have done their utmost to produce a book whose format is worthy of its content.

D. E. S.



Brave Ships of World War II (Nelson)

Sandy. By Elizabeth Janet Gray. Frontispiece by Robert Hallock. Viking, \$2.00.

Sandy is seventeen, her father is in the Navy, and most of the boys in the old gang are scattered over the face of the earth in some one of the armed services. Lonely and at loose ends, Sandy spends the summer with her aunt in a New Hampshire village. This summer is different from the others when she has visited here. Although she is busy and active in village affairs she is more detached. Capable, likeable young person that she is, she wants to be doing her share in the work of this unsettled world and finally decides to join the UNRRA instead of returning to college in the Fall.

This generation is fortunate to have a writer as skilled as Elizabeth Janet Gray turn her talents to writing modern books for modern girls, for she understands young people and their problems. She is realistic and entertaining and invariably offers food for thought. This is one of the better books for the teen-agers.

D. E. S.

The Bells of Leyden Sing. By Catherine Cate Coblenz. Illustrated by Hilda van Stokum. Longmans, \$2.25.

This is the story of the operation of the Brewer-Brewster printing press before it was turned over to the University of Leyden. Choosing her material carefully from authentic sources, the author has told a stirring story of one of man's earlier struggles for freedom of religion and freedom of speech. The tale ends half-way across the Atlantic Ocean with a sagging beam of the *Mayflower* securely supported by the screw from the printing press which Andrew Brewster, son of William, had secretly stowed in his chest in the hope of starting his own press in "Virginia".

D. E. S.

Rockets and Jets. By Herbert S. Zim. Harcourt, Brace, \$3.00.

The growth and development of the rocket and jet propulsion theory and usage is presented for junior and senior high school readers. The first few chapters are devoted to the evolution of the space rocket, and to simple treatments of the necessary scientific and mathematical concepts. Later sections of the book describe the use of the rocket in war and in peace. Dr. Zim has taken care to keep his discussion close to matters of proven practical usage. While he suggests possible future uses of the rocket, he points out the hypothetical nature of these plans, and the difficulties still preventing their materialization.

B. G. S.

Winter on the Prairie. By Alice B. Curtis. Illustrated by Grace Paul. Crowell.

Pioneer days on the Iowa prairie form the setting of this story. Miss Curtis draws the changing seasons of the prairie in colorful descriptive narrative. Holidays and festivals, and the simple games and contests of the grown folks as well as children add lightness and enjoyment to the story of long days of work and struggle. An enjoyable story for children of grades four to six.

B. G. S.

Emeralds for the King. By Constance Savery. Longmans, Green, \$2.00.

A story of the adventures and struggles of Tosty, one of three brothers, who search for the hidden treasure for the king. The scene is laid in England in the days of Cromwell, and is fraught with the excitement of combat, with such natural terrors as strong river currents and steep cliffs, and with meetings with those dealers in black magic who can

"ill-wish" whom they will. The book is particularly well-suited to the junior-high school reader.

B. G. S.

The White Bunny and His Magic Nose. By Lily Duplaix. Pictures by Masha. Simon and Schuster, \$1.00.

White Bunny was no common ordinary white bunny. He had a magic nose. And do you know what that nose could do? It could wiggle! If it wiggled one way, nearby frisky creatures turned a beautiful pink; if it wiggled again, the pinks turned blue; and then it wiggled a third time, and the blues turned white. White Bunny teased and terrified all his little animal friends until that sad day when his nose wiggled and he turned pink and blue. How he finally found the magic wash to become once again the *white* bunny climaxes a delightful story for reading to preschool and primary children, or for independent reading by advanced first and second grade children. Full-page colorful illustrations.

B. G. S.

Dr. Ellen. By Addie De Leeuw. Macmillan, \$2.00.

Her experiences in and out of the hospital make up this story of Ellen Page, medical student. Well organized information and slight dramatic interest make of it a typical vocational novel.

E. G.

Modern Biography. By Marietta Hyde. Revised by Zulieme Garrett. Harcourt, Brace, \$1.32.

These twenty-four selections deal with such varied personalities as George Washington and George Arliss, Clifton Fadiman and the Soong sisters. Consistently interesting.

E. G.

Invitation to Reading, Book One and Book Three. Edited by Elmer R. Smith, Marion Edman, and Georgia E. Miller. Harcourt, Brace and Company, \$1.72 each.

Teachers of junior high school pupils who welcomed Book Two in this anthological series will be equally well pleased with Books One and Three. The books are designed for those pupils to whom reading material of the traditional literary type makes no appeal, and for whom reading has presented many difficult hurdles. The adolescent's craving for adventure, excitement, and thrill has been recognized by the editors in their inclusion

of a generous amount of reading material relating heroic action and exciting adventure. They have also given recognition to the youth's interest in the contemporary scene. Other equally important fields of reading matter, such as humor, fancy, mystery, and achievements of the long ago, have not been neglected. Especially noteworthy is the attempt to create understanding of the truth that people throughout the world are more alike than they are different. H. M. L.

Children of the Sun in Hawaii. By Li Ling-Ai. Illustrated by Neda Yap. Heath.

Holiday in Alaska. By Alma Savage. Illustrated by John Nielsen. Heath.

Pioneers of Puerto Rico. By Muna Lee. Illustrated by Katharine Knight. Heath.

Work and Play in the Philippines. Stories by Arsenio B. Acacio, Ricardo C. Galang, Alvaro L. Martinez, A. B. Makiling, and Bienvenido N. Santos. Illustrated by Esther Brock Bird. Heath.

These four books in the *New World Neighbors* series make a distinct contribution to the building of both understanding and appreciation of other peoples. The books are rich in authentic information concerning both the present and the past; they vividly portray the characteristics, activities, and problems of the peoples who live in Hawaii, Alaska, Puerto Rico, and the Philippines. Tales of adventure and excitement are woven into

From *Holiday in Alaska* (Heath)



the narratives, and therefore the interest appeal is strong. Attractive, colorful illustrations add to the charm of these books. They will be particularly enjoyed by children in grades four to eight. H. M. L.

Jerry the Giraffe. Written and illustrated by Virginia Packard. Crowell, \$0.75.

With simplicity and directness of language and with the clever use of the device of proceeding from a simple drawing of two lines to a complete picture, the author and



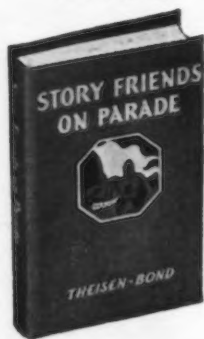
From *Children of the Sun in Hawaii* (Heath)

illustrator of this little book teaches the young child about the appearance and habits of the giraffe. H. M. L.

Journeys in Storyland and Story Friends on Parade. By W. W. Theisen and Guy L. Bond. Pictures by Henry C. Pitz and George Annand. Macmillan, \$1.16 and \$1.20.

These two books belong to the *Living Literature* series of readers designed for supplementary reading. In selecting the material for the books, the editors have achieved a fine balance between the old classics and the best in modern literature for children. In each book the selections have been grouped into eight units with centers of interest that will appeal to children of intermediate-grade level. Excellent suggestions for enriching, related activities accompany the selections.

H. M. L.



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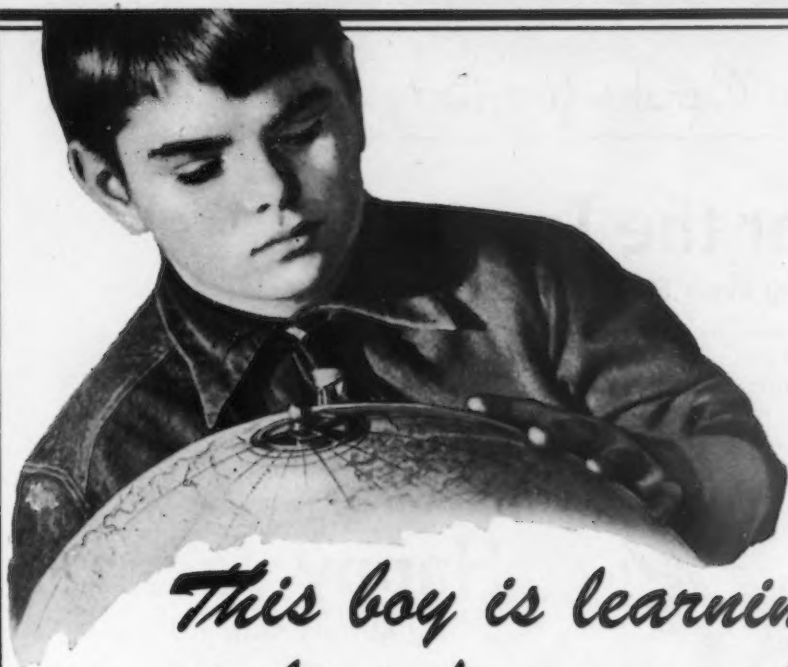
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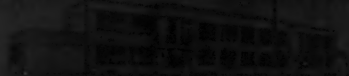


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